



BRIGHAM YOUNG UNIVERSITY BULLETIN

2012-2013

GRADUATE CATALOG

"...STUDY AND LEARN, AND BECOME ACQUAINTED WITH ALL GOOD BOOKS, AND WITH LANGUAGES, TONGUES, AND PEOPLE..."

-D&C 90:15

GRADUATE CATALOG

2012–2013

BRIGHAM YOUNG UNIVERSITY

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1. The appropriate university department or advisor.
2. The class schedule, which includes up-to-date information on courses offered, class hours, class locations, and the latest calendar dates, fees, and registration details. Access the class schedule on the Web from the BYU home page (www.byu.edu) or within the myBYU/AIM system.

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THE UNIVERSITY

BRIGHAM Young University offers an exceptional educational opportunity for the well-prepared graduate student who is seeking an environment where learning experiences with dedicated scholars characterize graduate study. Established and sponsored by The Church of Jesus Christ of Latter-day Saints, BYU is the largest privately owned university in the United States. The university president, Cecil O. Samuelson, is directly responsible to the board of trustees, led by the president of The Church of Jesus Christ of Latter-day Saints and composed of Church authorities. In a time of constantly changing human values and increased challenges for higher education, BYU holds steadfastly to a singular vision that combines reasoned and revealed learning. Along with extensive undergraduate programs, BYU offers master's and doctoral degrees in a variety of disciplines through fifty-two graduate departments.

Founded in 1875 as Brigham Young Academy, the campus has grown from one building to 500 buildings on more than 600 acres. Its first class of twenty-nine students was taught by the academy's founding scholar, Karl G. Maeser. Now more than 1,500 full-time faculty instruct 33,000 students. From its modest beginnings Brigham Young University has grown to become a distinguished institution of private higher education. At BYU teaching and scholarly research are valued as essential complements of one another. Faculty and students work side by side in collegial scholarship enhanced by mutual commitment to the highest ideals of professional ethics and spiritual values.

Situated at the foot of the beautifully rugged Wasatch Range of the Rocky Mountains and bounded on the west by twenty-three-mile-long Utah Lake, the campus is the focal point of a city of 118,000 and a valley of 540,000. Beyond it to the south and east are spectacular areas of vast sandstone canyons and monoliths, several of which are national parks. Forty-five miles north is Salt Lake City.

The faculty at BYU have been schooled at some of the leading universities of the nation as well as of other countries, and many of them have achieved national and international prominence as teachers and scholars.

MISSION OF BRIGHAM YOUNG UNIVERSITY

THE mission of Brigham Young University—founded, supported, and guided by The Church of Jesus Christ of Latter-day Saints—is to assist individuals in their quest for perfection and eternal life. That assistance should provide a period of intensive learning in a stimulating setting where a commitment to excellence is expected and the full realization of human potential is pursued.

All instruction, programs, and services at BYU, including a wide variety of extracurricular experiences, should make their own contribution toward the balanced development of the total person. Such a broadly prepared individual will not only be capable of meeting personal challenge and change but will also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind.

To succeed in this mission the university must provide an environment enlightened by living prophets and sustained by those moral virtues which characterize the life and teachings of the Son of God. In that environment these four major educational goals should prevail:

- All students at BYU should be taught the truths of the gospel of Jesus Christ. Any education is inadequate which does not emphasize that His is the only name given under heaven whereby mankind can be saved. Certainly all relationships within the BYU community should reflect devout love of God and a loving, genuine concern for the welfare of our neighbor.
- Because the gospel encourages the pursuit of all truth, students at BYU should receive a broad university education. The arts, letters, and sciences provide the core of such an education, which will help students think clearly, communicate effectively, understand important ideas in their own cultural tradition as well as that of others, and establish clear standards of intellectual integrity.
- In addition to a strong general education, students should also receive instruction in the special fields of their choice. The university cannot provide programs in all possible areas of professional or vocational work, but in those it does provide the preparation must be excellent. Students who graduate from BYU should be capable of competing with the best in their fields.
- Scholarly research and creative endeavor among both faculty and students, including those in selected graduate programs of real consequence, are essential and will be encouraged.

In meeting these objectives BYU's faculty, staff, students, and administrators should also be anxious to make their service and scholarship available to The Church of Jesus Christ of Latter-day Saints in furthering its work worldwide. In an era of limited enrollments, BYU can continue to expand its influence both by encouraging programs that are central to the Church's purposes and by making its resources available to the Church when called upon to do so.

We believe the earnest pursuit of this institutional mission can have a strong effect on the course of higher education and will greatly enlarge Brigham Young University's influence in a world we wish to improve.

AIMS OF A BYU EDUCATION

*Education is the power to think clearly,
the power to act well in the world's work, and the power to appreciate life.
--Brigham Young¹*

The mission of Brigham Young University is “to assist individuals in their quest for perfection and eternal life” (“The Mission Statement of Brigham Young University” [hereafter Mission Statement]). To this end, BYU seeks to develop students of faith, intellect, and character who have the skills and the desire to continue learning and to serve others throughout their lives. These are the common aims of all education at BYU. Both those who teach in the classroom and those who direct activities outside the classroom are responsible for contributing to this complete educational vision. The statement that follows reaffirms and expands on the earlier and more general Mission Statement adopted in 1981. As the quotations under each heading suggest, this document also draws on the religious and educational teachings of the university’s founding prophet, Brigham Young. Quotations within the text come from the scriptures and from the counsel of modern prophets, whose teachings about BYU lay the foundation of the university’s mission. The following four sections discuss the expected outcomes of the BYU experience. A BYU education should be (1) spiritually strengthening, (2) intellectually enlarging, and (3) character building, leading to (4) lifelong learning and service. Because BYU is a large university with a complex curriculum, the intellectual aims are presented here in somewhat greater detail than the other aims. Yet they are deliberately placed within a larger context. The sequence flows from a conscious intent to envelop BYU’s intellectual aims within a more complete, even eternal, perspective that begins with spiritual knowledge and ends with knowledge applied to the practical tasks of living and serving.

Spiritually Strengthening

*Brother Maeser, I want you to
remember that you ought not to teach even
the alphabet or the multiplication tables
without the Spirit of God.
--Brigham Young²*

The founding charge of BYU is to teach every subject with the Spirit. It is not intended “that all of the faculty should be categorically teaching religion constantly in their classes, but . . . that every . . . teacher in this institution would keep his subject matter bathed in the light and color of the restored gospel.”³

This ideal arises from the common purpose of all education at BYU—to build testimonies of the restored gospel of Jesus Christ. A shared desire to “seek learning, even by study and also by faith” (D&C 88:118) knits BYU into a unique educational community. The students, faculty, and staff in this community possess a remarkable diversity of gifts, but they all think of themselves as brothers and sisters seeking together to master the academic disciplines while remaining mastered by the higher claims of discipleship to the Savior.

A spiritually strengthening education warms and enlightens students by the bright fire of their teachers’ faith while enlarging their minds with knowledge. It also makes students responsible for developing their own testimonies by strenuous effort. Joseph Smith’s words apply equally to faculty and students at BYU: “Thy mind, O man! if thou wilt lead a soul unto salvation, must stretch as high as the utmost heavens, and search into and contemplate the darkest abyss, and the broad expanse of eternity--thou must commune with God.”⁴ Students need not ignore difficult and important questions. Rather, they should frame their questions in prayerful, faithful ways, leading them to answers that equip them to give “a reason of the hope that is in” them (1 Peter 3:15) and to articulate honestly and thoughtfully their commitments to Christ and to his Church.

Intellectually Enlarging

*Every accomplishment, every polished grace, every useful attainment
in mathematics, music, and in all science and art belong to the Saints,
and they should avail themselves as expeditiously as possible of the wealth of knowledge the sciences offer to
every diligent and persevering scholar.*
--Brigham Young⁵

The intellectual range of a BYU education is the result of an ambitious commitment to pursue truth. Members of the BYU community rigorously study academic subjects in the light of divine truth. An eternal perspective shapes not only how students are taught but what they are taught. In preparing for the bachelor's degree, students should enlarge their intellects by developing skills, breadth, and depth: (1) skills in the basic tools of learning, (2) an understanding of the broad areas of human knowledge, and (3) real competence in at least one area of concentration. Further graduate studies build on this foundation.

Undergraduate

1. Skills. BYU undergraduates should acquire the basic tools needed to learn. The essential academic learning skills are the abilities to think soundly, to communicate effectively, and to reason proficiently in quantitative terms. To these ends, a BYU bachelor's degree should lead to:

- Sound thinking--reasoning abilities that prepare students to understand and solve a wide variety of problems, both theoretical and practical. Such skills include the ability to keep a proper perspective when comparing the things that matter most with things of lesser import. They also include the ability to engage successfully in logical reasoning, critical analysis, moral discrimination, creative imagination, and independent thought.
- Effective communication--language abilities that enable students to listen, speak, read, and write well; to communicate effectively with a wide range of audiences in one's area of expertise as well as on general subjects. For many students this includes communicating in a second language.
- Quantitative reasoning--numerical abilities that equip students with the capacity to understand and explain the world in quantitative terms; to interpret numerical data; and to evaluate arguments that rely on quantitative information and approaches.

2. Breadth. BYU undergraduates should also understand the most important developments in human thought as represented by the broad domains of knowledge. The gospel provides the chief source of such breadth because it encompasses the most comprehensive explanation of life and the cosmos, supplying the perspective from which all other knowledge is best understood and measured. The Lord has asked his children to "become acquainted with all good books, and with languages, tongues, and people" (D&C 90:15); to understand "things both in heaven and in the earth, and under the earth; things which have been, things which are, things which must shortly come to pass; things which are at home, things which are abroad; the wars and the perplexities of the nations . . . ; and a knowledge also of countries and of kingdoms" (D&C 88:79). "Because the gospel encourages the pursuit of all truth, students at BYU should receive a broad university education [that will help them] understand important ideas in their own cultural tradition as well as that of others" (Mission Statement). Specifically, BYU undergraduate students should be educated in the following broad areas of human knowledge:

- Religion--the doctrines, the covenants, the ordinances, the standard works, and the history of the restored gospel, as well as an awareness of other religious traditions.
- Historical perspective --the development of human civilization, appreciation for the unique contributions of America to modern civilization, and a general historical perspective, including perspective on one's own discipline.
- Science--the basic concepts of the physical, biological, and social sciences, and a recognition of the power and limitations of the scientific method- preferably through laboratory or field experience.
- Arts and Letters --lively appreciation of the artistic, literary, and intellectual achievements of

human cultures--including Western culture and, ideally, non-Western as well.

- Global awareness --informed awareness of the peoples, cultures, languages, and nations of the world.

3. Depth. BYU undergraduates should develop competence in at least one area of concentration. Competence generally demands study in depth. Such in-depth study helps prepare students for their life's work; it also teaches them that genuine understanding of any subject requires exploring it fully. Students normally acquire such depth from their major and minor fields. BYU's religion requirement also asks all students to develop depth in scriptural studies and religion. Depth does not result merely from taking many courses in a field. Indeed, excessive course coverage requirements may discourage rather than enhance depth. Depth comes when students realize "the effect of rigorous, coherent, and progressively more sophisticated study." Depth helps students distinguish between what is fundamental and what is only peripheral; it requires focus, provides intense concentration, and encourages a "lean and taut" degree that has a "meaningful core" and a purposefully designed structure (Memorandum to the Faculty No. 13). In addition to describing carefully structured academic majors, this description applies to well-designed BYU courses of all kinds. The chief result of depth is competence. BYU's students should be "capable of competing with the best students in their field" (Mission Statement). Even so, undergraduate study should be targeted at entrance-level, not expert-level, abilities. The desire for depth should not lead to bachelor's degrees that try to teach students everything they will need to know after graduation. Students should be able to complete their degrees within about four years. Undergraduate programs should prepare students to enter the world of work or to pursue further study. Often this requires educational activities that help upperclassmen culminate their studies by integrating them in a capstone project, honors thesis, senior seminar, or internship. By the time they graduate, students should grasp their discipline's essential knowledge and skills (such as mathematical reasoning, statistical analysis, computer literacy, foreign language fluency, laboratory techniques, library research, and teaching methods), and many should have participated in scholarly or creative activities that let them demonstrate their mastery.

Graduate

Building on the foundation of a strong bachelor's degree, graduate education at BYU asks for even greater competency. Graduate studies may be either academic or professional and at either the master's or doctoral level. In all cases, BYU graduate programs, like undergraduate programs, should be spiritually strengthening as well as intellectually enlarging. Graduate programs should help students achieve excellence in the discipline by engaging its primary sources; mastering its literature, techniques, and methodologies; and undertaking advanced systematic study - all at a depth that clearly exceeds the undergraduate level. In addition, graduate programs should prepare students to contribute to their disciplines through their own original insights, designs, applications, expressions, and discoveries. Graduate study should thereby enable a variety of contributions - such as teaching complex knowledge and skills, conducting original research, producing creative work that applies advanced learning in the everyday world, and extending professional service to the discipline and to society.

* * *

These intellectual aims of a BYU education are intended to give students understanding, perspective, motivation, and interpersonal abilities--not just information and academic skills. BYU should furnish students with the practical advantage of an education that integrates academic skills with abstract theories, real-world applications, and gospel perspectives. Such an education prepares students who can make a difference in the world, who can draw on their academic preparation to participate more effectively in the arenas of daily life. They are parents, Church leaders, citizens, and compassionate human beings who are able to improve the moral, social, and ecological environment in which they and their families live. They are scientists and engineers who can work effectively in teams and whose work reflects intellectual and moral integrity; historians who write well and whose profound understanding of human nature and of divine influences informs their interpretation of human events; teachers whose love for their students as children of God is enriched by global awareness and foreign language skill; artists whose performances seek to be flawless in both technique and inspiration; business leaders whose economic judgments and management styles

see financial reward not as an end but as a means to higher ends. BYU graduates thus draw on an educated intellect to enhance not only what they know but also what they do and, ultimately, what they are.

Character Building

*A firm, unchangeable course of righteousness
through life is what secures to a person true intelligence.
--Brigham Young⁶*

Because it seeks to educate students who are renowned for what they are as well as for what they know, Brigham Young University has always cared as much about strong moral character as about great mental capability. Consequently, a BYU education should reinforce such moral virtues as integrity, reverence, modesty, self-control, courage, compassion, and industry. Beyond this, BYU aims not merely to teach students a code of ethics but to help them become partakers of the divine nature. It aspires to develop in its students character traits that flow from the long-term application of gospel teachings to their lives. This process begins with understanding humankind's eternal nature and ends with the blessing of eternal life, when human character reflects in fully flowered form the attributes of godliness. Along the way, the fruits of a well-disciplined life are augmented and fulfilled by the fruits of the spirit of Jesus Christ--such as charity, a Christlike love for others, which God "hath bestowed upon all who are true followers of his Son, Jesus Christ" (Moroni 7:48). Students thus perfect their quest for character development by coming unto Christ through faith, repentance, and righteous living. Then their character begins to resemble his, not just because they think it should but because that is the way they are. President David O. McKay taught that character is the highest aim of education: above knowledge is wisdom, and above wisdom is character. "True education," he explained, "seeks to make men and women not only good mathematicians, proficient linguists, profound scientists, or brilliant literary lights, but also honest men with virtue, temperance, and brotherly love."⁷ Consequently, a BYU education should bring together the intellectual integrity of fine academic discipline with the spiritual integrity of personal righteousness. The result is competence that reflects the highest professional and academic standards--strengthened and ennobled by Christlike attributes.

Thus understood, the development of character is so important that BYU "has no justification for its existence unless it builds character, creates and develops faith, and makes men and women of strength and courage, fortitude, and service--men and women who will become stalwarts in the Kingdom and bear witness of the . . . divinity of the gospel of Jesus Christ. It is not justified on an academic basis only."⁸ Rather, it fulfills its promise when "the morality of the graduates of this University provide[s] the music of hope for the inhabitants of this planet."⁹

Every part of the BYU experience should therefore strengthen character--academic integrity in taking a test or writing a research paper; sportsmanship on the playing field; the honest reporting of research findings in a laboratory; careful use of university funds derived from the tithes of Church members; treating all other people with dignity and fairness; and wholehearted acceptance of commitments made to bishops and parents. Character is constructed by small decisions. At this personal level of detail, BYU will realize its hope of teaching "those moral virtues which characterize the life and teachings of the Son of God" (Mission Statement).

Lifelong Learning and Service

*We might ask, when shall we cease to learn?
I will give you my opinion about it;
never, never. . . . We shall never cease to learn, unless
we apostatize from the religion of Jesus Christ.
--Brigham Young¹⁰*

*Our education should be such as to
improve our minds and fit us for increased usefulness;
to make us of greater service to the human family.
--Brigham Young¹¹*

Well-developed faith, intellect, and character prepare students for a lifetime of learning and service. By “entering to learn” and continuing to learn as they “go forth to serve,” BYU students strengthen not only themselves - they “also bring strength to others in the tasks of home and family life, social relationships, civic duty, and service to mankind” (Mission Statement).

1. Continual Learning. BYU should inspire students to keep alive their curiosity and prepare them to continue learning throughout their lives. BYU should produce careful readers, prayerful thinkers, and active participants in solving family, professional, religious, and social problems. They will then be like Abraham of old, who had been “a follower of righteousness, desiring also to be one who possessed great knowledge, and to be a greater follower of righteousness, and to possess a greater knowledge, . . . desiring to receive instructions, and to keep the commandments of God.” In this lifelong quest, they, like Abraham, will find “greater happiness and peace and rest” (Abraham 1:2). Thus a BYU diploma is a beginning, not an end, pointing the way to a habit of constant learning. In an era of rapid changes in technology and information, the knowledge and skills learned this year may require renewal the next. Therefore, a BYU degree should educate students in how to learn, teach them that there is much still to learn, and implant in them a love of learning “by study and also by faith” (D&C 88:118).

2. Service. Since a decreasing fraction of the Church membership can be admitted to study at BYU, it is ever more important that those who are admitted use their talents to build the kingdom of God on the earth. Hence, BYU should nurture in its students the desire to use their knowledge and skills not only to enrich their own lives but also to bless their families, their communities, the Church, and the larger society. Students should learn, then demonstrate, that their ultimate allegiance is to higher values, principles, and human commitments rather than to mere self-interest. By doing this, BYU graduates can counter the destructive and often materialistic self-centeredness and worldliness that afflict modern society. A service ethic should permeate every part of BYU’s activities - from the admissions process through the curriculum and extracurricular experiences to the moment of graduation. This ethic should also permeate each student’s heart, leading him or her to the ultimate wellspring of charity--the love for others that Christ bestows on his followers.

Conclusion

*Education is a good thing, and blessed is
the man who has it, and can use it for the dissemination
of the Gospel without being puffed up with pride.
--Brigham Young¹²*

These are the aims of a BYU education. Taken together, they should lead students toward wholeness: “the balanced development of the total person” (Mission Statement). These aims aspire to promote an education that helps students integrate all parts of their university experience into a fundamentally sacred way of life--their faith and reasoning, their knowledge and conduct, their public lives and private convictions. Ultimately, complete wholeness comes only through the Atonement of him who said, “I am come that they might have life, and that they might have it more abundantly” (John 10:10). Yet a university education, guided by eternal principles, can greatly “assist individuals in their quest for” that abundant “eternal life” (Mission Statement). A commitment to this kind of education has inspired the prophets of the past to found Church schools, like BYU, on the principle that “to be learned is good if they hearken unto the counsels of God” (2 Nephi 9:29). These prophets have known the risks of such an enterprise, for “that happiness which is prepared for the saints” shall be hid forever from those “who are puffed up because of their learning, and their wisdom” (see 2 Nephi 9:42-43). Yet they have also known that education plays a vital role in realizing the promises of the Restoration; that a broad vision of education for self-reliance and personal growth is at the very heart of the gospel when the gospel is at the heart of education. To the degree that BYU achieves its aims, the lives of its students will confirm Brigham Young’s confidence that education is indeed “a good thing,” blessing all those who humbly and faithfully use it to bless others.

Notes

1. Brigham Young, quoted by George H. Brimhall in "The Brigham Young University," *Improvement Era*, vol. 23, no. 9 (July 1920), p. 831.
2. Brigham Young, in Reinhard Maeser, *Karl G. Maeser: A Biography* (Provo: Brigham Young University, 1928), p. 79.
3. Spencer W. Kimball, "Education for Eternity," *Preschool Address to BYU Faculty and Staff*, 12 September 1967, p. 11.
4. Joseph Smith, *Teachings of the Prophet Joseph Smith*, sel. Joseph Fielding Smith (Salt Lake City: Deseret Book Company, 1972), p. 137.
5. Brigham Young, *Journal of Discourses* (hereafter JD), vol. 10 (London: Latter-day Saints' Book Depot, 1854-86), p. 224.
6. Brigham Young, JD 8:32.
7. David O. McKay, "Why Education?" *Improvement Era*, vol. 70, no. 9 (September 1967), p. 3.
8. Spencer W. Kimball, "On My Honor," in *Speeches of the Year 1978* (Provo: Brigham Young University Press: 1979), p. 137.
9. Spencer W. Kimball, "Second Century Address and Dedication of Carillon Tower and Bells," *Brigham Young University*, 10 October 1975, p. 12.
10. Brigham Young, JD 3:203.
11. Brigham Young, JD 14:83.
12. Brigham Young, JD 11:214.



FROM THE PRESIDENT

WELCOME to Brigham Young University. Our graduate study programs are designed to provide you with enriching experiences that expand your ability to make a difference in the world. In many ways, graduate study sets the expectations and standards at a university—the depth of disciplinary knowledge, the breadth of scientific and creative discovery, and the rigor and virtue of individual and collective investment.

Through graduate study you become not only a consumer but also a contributor to the world's store of knowledge, be it artistic or scientific, applied or theoretical. At the graduate level, teacher and student work as partners in these important endeavors.

This catalog contains information about BYU's degree requirements, policies, and course offerings, as well as its distinctive mission. I hope the resources available to you on this campus guide your efforts to observe more keenly, to contemplate more deeply, to see more insightfully, and to enjoy more thoroughly your study at BYU.

A handwritten signature in black ink that reads "Cecil O. Samuelson". The signature is written in a cursive, flowing style.

Cecil O. Samuelson

CATALOG TERMS AND ABBREVIATIONS

The following terms and abbreviations are used throughout the catalog:

Course Number. This catalog does not list courses numbered below 500. For listings of undergraduate courses, see the BYU Undergraduate Catalog. Courses numbered below 500 are undergraduate courses, courses numbered 500–599 are either graduate courses or advanced undergraduate courses, and courses numbered 600 and above (600–799) are graduate courses. Most, but not all, 500-level courses can count toward a graduate degree.

R. An R following the course number designates a course that may be repeated for credit.

Credit Hour Designation. The number that follows each course title is the number of semester hours of credit designated for the class.

Areas of Study..... Abbreviations

Accounting	Acc
Anthropology.....	Anthr
Biology.....	Bio
Chemical Engineering	Ch En
Chemistry and Biochemistry.....	Chem
Civil and Environmental Engineering	CE En
Communication Disorders	ComD
Communications	Comms
Computer Science	C S
Counseling Psychology and Special Education.....	CPSE
Economics.....	Econ
Educational Leadership and Foundations.....	EdLF
Electrical and Computer Engineering.....	EC En
English.....	Engl
Exercise Sciences	ExSc

School of Family Life

Marriage and Family Therapy.....	MFT
Marriage, Family, and Human Development.....	MFHD
Geography	Geog
Geological Sciences	Geol
Health Science	Hlth
History.....	Hist
Humanities.....	Hum
Classics.....	Clscs
Comparative Literature.....	CmLit
Comparative Studies	CmpSt
Information Systems.....	I Sys
Instructional Psychology and Technology.....	IP&T
Language Studies	SLaT
Languages	
Arabic.....	Arab
Chinese.....	Chin
French.....	Fren
German.....	Germ
Hebrew.....	Heb
Italian	Ital
Latin	Latin
Portuguese.....	Port
Russian.....	Russ
Spanish.....	Span
Law School.....	Law
Linguistics and English Language.....	Ling
English Language.....	ELang
Teaching English to Students of Other Languages.....	ESL
Management.....	Mgt
Mathematics.....	Math
Mathematics Education	MthEd
Mechanical Engineering.....	Me En
Microbiology and Molecular Biology	MMBio
Music.....	Music
Neuroscience Center.....	Neuro
Nursing	Nurs

Nutrition, Dietetics, and Food	
Science	NDFS
Philosophy	Phil
Physics and Astronomy	Phscs
Physiology and Developmental	
Biology	PDBio
Plant and Wildlife Sciences	PWS
Psychology	Psych
Public Management, Institute of	P Mgt
Public Policy	P Pol
Recreation Management and	
Youth Leadership	RMYL
Religious Education	Rel E
Ancient Scripture	Rel A
Church History and Doctrine	Rel C
Social Work	Soc W
Sociology	Soc
Statistics	Stat
Teacher Education	T Ed
Elementary Education	El Ed
Secondary Education	Sc Ed
School of Technology	
Construction Management	CM
Information Technology	IT
Manufacturing Engineering	
Technology	Mfg
Technology	Tech
Theatre and Media Arts	TMA
Visual Arts	
Art History and Curatorial	
Studies	ArtHC
Visual Arts Education	VAEdu
Visual Arts Studio	VASu

COLLEGES AND SCHOOLS

EDUCATION, DAVID O. MCKAY SCHOOL OF

301 MCKB
Provo, UT 84602-5095
(801) 422-3694

Dean: K. Richard Young, Professor, Counseling
Psychology and Special Education
Associate Dean, Graduate Studies: Barbara Culatta,
Professor, Communication Disorders

The departments in the McKay School of Education
offer the following graduate degrees:

Communication Disorders

MS Communication Disorders

Counseling Psychology and Special Education

MS Special Education

EdS School Psychology

PhD Counseling Psychology

Educational Leadership and Foundations

MEd, Educational Leadership

EdD, Educational Leadership

Instructional Psychology and Technology

MS, PhD Instructional Psychology and
Technology

Teacher Education

MA Teacher Education

**The following college wide degree is available
through the McKay School of Education**

PhD Education Inquiry Measurement and
Evaluation

ENGINEERING AND TECHNOLOGY, IRA A. FULTON COLLEGE OF

270 CB
Provo, UT 84602-1345
(801) 422-4101

Dean: Alan R. Parkinson, Professor, Mechanical
Engineering

Associate Dean, Graduate Studies: John N. Harb,
Professor, Chemical Engineering

The departments and school in the College of
Engineering and Technology offer the following
graduate degrees:

Chemical Engineering

MS, PhD Chemical Engineering

Civil and Environmental Engineering

MS, PhD Civil Engineering

Electrical and Computer Engineering

MS, PhD Electrical and Computer Engineering

Mechanical Engineering

MS, PhD Mechanical Engineering

Technology, School of

MS Technology

FAMILY, HOME, AND SOCIAL SCIENCES, COLLEGE OF

990 SWKT
Provo, UT 84602-5535
(801) 422-2083

Dean: Benjamin M. Ogles, Professor, Psychology
Associate Dean, Graduate Studies and

Curriculum: Susanne Olsen Roper, Associate
Professor, Family Life

Associate Dean, Research: Shawn Miller, Associate
Professor, History

The departments, schools, and interdisciplinary
program in the College of Family, Home, and Social
Sciences offer the following graduate degrees:

Anthropology

MA Anthropology
Cert Museum Practices

Family Life, School of

MS, PhD Marriage, Family, and Human
Development
MS, PhD Marriage and Family Therapy

Psychology

PhD Clinical Psychology
MS, PhD Psychology

Public Policy

MPP Public Policy

Social Work, School of

MSW Social Work

Sociology

MS Sociology

FINE ARTS AND COMMUNICATIONS, COLLEGE OF

A-501 HFAC
Provo, UT 84602-6302
(801) 422-2819

Dean: Stephen M. Jones, Professor, School of Music
Associate Dean, Graduate Studies: Rodger

Sorensen, Associate Professor, Theater and Media
Arts

The departments and school in the College of Fine
Arts and Communications offer the following
graduate degrees:

Communications

MA Mass Communications

Music, School of

MA, MM Music

Theatre and Media Arts

MA Theatre and Media Arts

Visual Arts

MA Art Education
MA Art History and Curatorial Studies
MFA Studio Art

HUMANITIES, COLLEGE OF

4002 JFSB
Provo, UT 84602-6704
(801) 422-2775

Dean: John R. Rosenberg, Professor, Spanish and Portuguese

Associate Dean: Gregory Clark, Professor, English

Associate Dean: Ray T. Clifford, Director, Center for Language Studies

Associate Dean: Scott Sprenger, Professor, French and Italian

The departments in the College of Humanities offer the following graduate degrees:

English

MA English

MFA Creative Writing

French and Italian

MA French Studies

Germanic and Slavic Languages

MA German Studies

Humanities, Classics, and Comparative Literature

MA Comparative Studies

Center for Language Studies

MA Second Language Teaching (SLaT)

Linguistics and English Language

MA Linguistics

MA Teaching English to Speakers of Other Languages

Cert Teaching English to Speakers of Other Languages (TESOL Certificate)

Spanish and Portuguese

MA Portuguese

MA Spanish

LAW SCHOOL, J. REUBEN CLARK

341 JRCB
Provo, UT 84602-8000
(801) 422-4274

Dean: James Rasband, Professor of Law, International and Environmental Law

Associate Dean: D. Gordon Smith, Professor of Law, Business Associations

Assistant Dean: Kif Augustine Adams, Professor of Law, Public International Law

Assistant Dean: Scott Cameron, Professor of Law, Law and Literature

Assistant Dean, Graduate Coordinator: Carl Hernandez III

Juris Doctorate (JD)

The J. Reuben Clark Law School offers a six-semester course of graduate professional study leading to the juris doctorate (JD) degree. Information about legal education, admissions standards and procedures, and related matters can be obtained from the admissions office of the Law School, 340 JRCB, Provo, UT, 84602-8000, or by visiting the Law School's website located at www.law2.byu.edu/admissions/newstudents.php.

Master of Law (LLM)

The master of law (LLM) degree is conferred upon successful completion of a minimum 24 credit hours earned during at least two semesters in residence following completion of a JD degree or its equivalent outside the United States. Information and applications are available through the admissions office of the Law School, 340 JRCB, Provo, UT 84602-8000, or by visiting the Law School's website at www.law2.byu.edu/admissions/newstudents.php.

LIFE SCIENCES, COLLEGE OF

301 WIDB
Provo, UT 84602-5250
(801) 422-3963

Dean: Rodney T. Brown, Professor, Nutrition,
Dietetics, and Food Science

Associate Dean, Graduate Studies: James P. Porter,
Professor, Physiology and Developmental Biology

The departments in the College of Life Sciences offer
the following graduate degrees:

Biology

MS Biological Science Education
MS, PhD Biology

Exercise Sciences

MS, PhD Exercise Sciences

Health Science

MPH Public Health

Microbiology and Molecular Biology

MS, PhD Microbiology
MS, PhD Molecular Biology

Nutrition, Dietetics, and Food Science

MS Food Science
MS Nutritional Science

Physiology and Developmental Biology

MS, PhD Neuroscience
MS, PhD Physiology and Developmental
Biology

Plant and Wildlife Sciences

MS Environmental Science
MS Genetics and Biotechnology
MS, PhD Wildlife and Wildlands Conservation

MANAGEMENT, MARRIOT SCHOOL OF

730 TNRB
Provo, UT 84602-3113
(801) 422-4121

Dean: Gary C. Cornia, Professor, Public
Management

Associate Dean: Michael P. Thompson, Associate
Professor, Organizational Leadership and
Strategy

The Marriott School comprises of five professional
programs:

Accountancy

MAcc - Professional
MAcc - Tax

Business Administration

MBA - Business Administration

Information Systems

MISM - Information Systems Management

Public Management, Romney Institute of

MPA, EMPA - Public Administration

Recreation Management and Youth Leadership

MS

NURSING, COLLEGE OF

500 SWKT
Provo, UT 84602-5532
(801) 422-4144

Dean: Patricia K Ravert, Professor

Associate Dean, Graduate Affairs: Mary Williams,
Associate Professor, Nursing

The College of Nursing offers a nationally accredited program leading to the Master of Science degree.

MS Nursing

**PHYSICAL AND MATHEMATICAL SCIENCES,
COLLEGE OF**

N-181 ESC
Provo, UT 84602-4605
(801) 422-2674

Dean: Scott D. Summerfeldt, Professor, Physics

Associate Dean: Tom Sederberg, Professor,
Computer Science

Associate Dean: Bart J. Kowallis, Professor,
Geological Sciences

The departments in the College of Physical and Mathematical Sciences offer the following graduate degrees:

Chemistry and Biochemistry

MS, PhD Biochemistry

MS, PhD Chemistry

Computer Science

MS, PhD Computer Science

Geological Sciences

MS Geology

Mathematics

MS, PhD Mathematics

Mathematics Education

MA Mathematics Education

Physics and Astronomy

MS, PhD Physics

PhD Physics and Astronomy

Statistics

MS Statistics

RELIGIOUS EDUCATION

RELIGIOUS EDUCATION

370 JSB

Provo, UT 84602-5693

(801) 422-2735

Dean: Terry B. Ball, Professor, Old Testament

Associate Dean: Richard Bennett, Professor, LDS
Church History

Associate Dean: Dennis Wright, Professor,
Education Methodology

Religious Education offers the following graduate
degree:

MA Religious Education

MA Chaplain Candidate

ACCOUNTANCY, SCHOOL OF

Director: Glover, Steven.

Associate Director: Cottrell, David M.

560 TNRB

Provo, UT 84602-3068

(801) 422-4959

Fax: (801) 422-0621

E-mail: soa@byu.edu

Web site: <http://marriottschool.byu.edu/macc>

THE PROGRAMS OF STUDY

The School of Accountancy (SOA) administers one graduate program through the Marriott School: the Master of Accountancy—MAcc.

The master of accountancy program offers a general background in accounting, with an emphasis on business-related subjects and an in-depth study of one or more areas of accounting. The MAcc degree is awarded on completion of a professional program, which can begin as early as the junior year of the undergraduate program, and culminates in the Marriott School after the fifth year. Students entering the SOA program with a baccalaureate degree in accounting can complete the program in less than two years.

The objective of the program is to develop graduates who exhibit professionalism and are qualified with specialized knowledge in one or more accounting areas.

The School of Accountancy seeks to educate individuals who are:

- Imbued with a strong sense of professional commitment
- Qualified with specialized knowledge in the areas of accounting or tax
- Committed to continued professionalism—beyond formal education
- Capable of becoming leaders who exhibit high standards of ethical conduct within their chosen profession.

Two emphases are offered within the MAcc program: Professional Accountancy and Tax.

The School of Accountancy admits approximately 160 students per year into its graduate program.

Accountancy - Tax—MAcc

The Professional Accountancy emphasis is designed for students who wish to gain a broad base of graduate accounting training. Students typically seek accounting positions in auditing, management, not-for-profit, or PhD programs. Tax emphasis graduates usually begin careers in the tax area of public accounting firms.

Common requirements: Marriott School Graduate Core consisting of BUS M 520, 530, 540, 550, 581; P Mgt 582.

Tax: Acc 503, 523, 560, 561, 562, 563, 564. Elective group A: 3 hours from Acc 565R or 568. Elective group B: 9 hours from the SOA elective course list, of which at least 3 must be non-accounting, and 3 may be selected from the Elective group A list.

Accountancy - Professional—MAcc

The Professional Accountancy emphasis is designed for students who wish to gain a broad base of graduate accounting training. Students typically seek accounting positions in auditing, management, not-for-profit, or PhD programs. Professional Accountancy emphasis graduates usually begin careers in the assurance area of public accounting firms, or with corporate financial departments.

Common requirements: Marriott School Graduate Core consisting of BUS M 520, 530, 540, 550, 581; P Mgt 582.

Professional Accountancy: MBA 621-629 (choose one); Acc 515, 522, 525, 530, 531, 540, 541, 550. Elective group: 9 hours from the SOA elective course list, of which at least 6 must

be nonaccounting.

FINANCIAL ASSISTANCE

The School of Accountancy utilizes the Marriott School's financial aid provisions. Qualified students can receive aid from the following: the Marriott School Scholarship Fund, private scholarship donations, assistantship awards, and loan assistance.

Scholarships. The Marriott School of Management offers scholarships to Marriott School students through the college, departments and programs. One application online at marriottschool.byu.edu/aid allows students to apply for all scholarships the Marriott School offers.

Assistantships. Research and teaching assistantships are available for qualified second-year students.

Loans. Several loans are available for Marriott School students:

- Marriott School Loans: available to full-time Marriott School day students. Marriott School loans are handled on an individual basis, dependent on financial need and standing within the participating program.
- BYU Short-Term Loans: available for up to the cost of tuition only.
- Federal Stafford Loans: subsidized by the U.S. government. Not available for international students. More information on and applications for these loans are available from the BYU Financial Aid Office, A-41 ASB, (801) 422-4104, e-mail: financial_aid@byu.edu.

RESOURCES AND OPPORTUNITIES

The N. Eldon Tanner Building. The Tanner Building, which houses the Marriott School, is one of the finest facilities of its kind. The original building with a dramatic seven-story atrium was recently updated with a new four-story addition. The addition boasts thirty-nine team study

rooms, six large case rooms, the Blue Line Deli, and adds 76,000 square feet to the existing building.

The Marriott School of Management. The Marriott School is recognized as one of the outstanding management schools in the nation. Faculty are actively engaged in research and publication, and they fill leadership positions in a number of national professional organizations. The school has developed innovative educational programs that include internships, executive visitation programs, special student consulting and research projects, and other activities designed to bring management education and training closer to management practice. This is accomplished, in part, through the Marriott School's National Advisory Council.

National Advisory Council. Consisting of more than 160 prominent business and government executives, the National Advisory Council lends major support to the Marriott School. Students benefit by interacting with council members in special campus lectures and seminars and by visiting or working with these executives in their respective organizations. Furthermore, the council assists students with placement opportunities, helps develop funding sources for scholarships, and provides professional development for faculty members.

The Executives on Campus Program. This program gives students an opportunity to interact with distinguished business and government leaders who come to campus. These executives visit classes and meet with student organizations as well as participate in the Executive Lecture Series and Entrepreneurship Lecture Series.

COURSE DESCRIPTIONS

ACC

503. Advanced Financial Accounting. (3)

Prerequisite(s): Marriott School Graduate Core.

Advanced financial accounting topics including pensions, earnings per share, accounting changes, and deferred income taxes.

515. Accounting Research Seminar. (3)

Prerequisite(s): Admission to MAcc.

Professional standards and professional literature of accounting and auditing; related academic research. Research tools, information technologies, and critical analysis emphasized.

516. Introduction to Academic Research. (3)

Prerequisite(s): Admission to the MAcc predoctoral track.

Fundamentals of academic research, including the scientific method, the philosophy of science, and the areas and methodologies of academic research.

517. Academic Research Applications. (1)

Prerequisite(s): Acc 516; admission to the MAcc predoctoral track.

Basic SAS programming; practice using Compustat and CRSP databases; performing archival research.

522. Advanced Taxation. (3)

Prerequisite(s): Marriott School Graduate Core.

Tax laws as they apply to selected tax entities, with an introduction to tax research methodology.

523. Tax Research Methodology. (3)

Prerequisite(s): Admission to MAcc.

In-depth treatment of research and procedures emphasizing communication and presentation of findings.

525. Accounting Information Systems Risk and Control. (3)

Prerequisite(s): Admission to MAcc.

Understanding the risks involved in accounting information systems and the proper design, documentation, and validation of mitigating controls. Theory and application.

530. Advanced Financial Statement Auditing. (3)

Prerequisite(s): Admission to MAcc; Acc 515 or equivalent.

Accounting methodology, professional auditing standards, and current issues.

531. Advanced Managerial Accounting. (1.5)

Prerequisite(s): Marriott School Graduate Core; Acc 515 or equivalent.

Specialized areas in cost determination and cost allocation.

540. Advanced Professional Financial Accounting. (3)

Prerequisite(s): Marriott School Graduate Core; Acc 515 or equivalent.

Advanced financial accounting topics including pensions, earnings per share, accounting changes, and deferred income taxes.

541. Financial Statement Analysis. (1.5)

Prerequisite(s): Acc 540.

Analysis of financial statements and the accompanying footnotes. How various accounting methods might affect interpretation and use of financial information.

545. International Accounting and Multinational Enterprises. (3)

Prerequisite(s):

Accounting from an international perspective: flow of information in multiple currencies, complying with reporting requirements, setting budgets and monitoring performance, and controlling corporate assets through reports and audits.

550. Fraud Prevention and Detection. (3)

Prerequisite(s): Acc 530.

Fraud prevention, detection, investigation, issues, and methodology. Examination of past frauds with hands-on cases and computer exercises to identify increased fraud risk, interrogate data, and design prevention and detection controls.

555. Data Communications and Security. (3)

Prerequisite(s): Admission to MAcc.

Principles of data communication and security, local- and wide-area networks, hardware, software, infrastructure, standards, policies, baseline security, web security, cryptography, operations, and security management.

556. Database Analysis and Design. (3)

Prerequisite(s): Admission to a Marriott School graduate program.

Concepts and techniques of database system development. Focal areas include: structures, integrity, retrieval, manipulation, validation, and analysis. SQL used as basis for data interrogation.

557. Management Consulting and Projects. (3)

Prerequisite(s): Admission to MAcc.

Projects-oriented course where students get hands-on experience performing consulting jobs for businesses in Utah. Class includes both in-class instruction and business experience.

560. Special Problems in Federal Taxation. (3)

Prerequisite(s): Acc 523.

Special property transactions, accounting periods and methods, tax payments and credit, tax concepts, and reporting tax liability.

561. Corporate Taxation 1. (3)

Prerequisite(s): Acc 523.

Federal income taxation of corporations and shareholders.

562. Corporate Taxation 2. (3)

Prerequisite(s): Acc 561.

Continuation of Corporate Taxation 1. Includes consolidated returns.

563. Taxation of Partnerships. (3)

Prerequisite(s): Acc 523.

Federal income taxation of general and limited partnerships and partners.

564. Taxation of Estates, Gifts, and Fiduciaries. (3)

Prerequisite(s): Acc 523.

Federal taxation of property transferred by death and gift; federal taxation of income of trusts and estates.

565R. Current Tax Policy. (0.5-3)

Prerequisite(s): Acc 523.

Intensive study of special and current tax topics and policies.

568. Taxation of Foreign Income. (3)

Prerequisite(s): Acc 561 or concurrent enrollment.

Federal taxation of foreign transactions.

591R. Readings and Conference (1-3)

Prerequisite(s): SOA director's consent.

In-depth study one-on-one with chosen professor on topic of mutual interest not currently covered in existing courses.

599R. Academic Internship: Accounting. (0.5-3)

Prerequisite(s): Internship coordinator's consent.

On-the-job experience and training in industry, government, or public accounting firms.

FACULTY

Barrick, John A., *Professor*, PhD, University of Nebraska, Lincoln, 1998. Tax

Black, Ervin L., *Professor*, PhD, University of Washington, 1995. Financial

Burton, F. Greg, *Professor*, PhD, University of South Carolina, 1994. Information Systems; Audit

Christensen, Theodore E., *Professor*, PhD, University of Georgia, 1995. Financial

Cottrell, David M., *Professor*, PhD, Ohio State University, 1992. Audit; Financial

Drake, Michael S., *Teaching Professor*, PhD, Texas A&M University, 2009. Financial

Gardner, Robert L., *Professor*, PhD, University of Texas, Austin, 1979. Tax

Glover, Steven M., *Associate Professor*, PhD, University of Washington, 1994. Audit; Financial

Heninger, William G., *Professor*, PhD, University of Georgia, 1997. Information Systems; Audit; Financial

Prawitt, Douglas F., *Professor*, PhD, University of Arizona, 1993. Audit

Radebaugh, Lee H., *Associate Professor*, DBA, Indiana University, Bloomington, 1973. International Business

Randall, Boyd C., *Assistant Professor*, PhD, University of Minnesota, 1972. Tax

Spilker, Brian C., *Professor*, PhD, University of Texas, Austin, 1993. Tax

Stewart, Dave N., *Professor*, PhD, University of Florida, 1980. Tax

Stice, Earl Kay, *Professor*, PhD, Cornell University, 1988. Financial

Stice, James D., *Professor*, PhD, University of Washington, 1989. Financial

Stocks, Kevin D., *Associate Professor*, PhD, Oklahoma State University, 1981. Managerial

Summers, Scott L., *Professor*, PhD, Texas A&M University, 1995. Information Systems

Swain, Monte R., *Professor*, PhD, Michigan State University, 1991. Managerial

Wilks, Jeff, *Professor*, PhD, Cornell University, 1996. Financial

ANTHROPOLOGY

Wood, David A., *Associate Professor*, PhD, Indiana University, 2009. Information Systems

Worsham, Ronald G., *Associate Professor*, PhD, University of Florida, 1994. Tax

Zimbelman, Mark F., *Professor*, PhD, University of Arizona, 1996. Audit; Financial

ANTHROPOLOGY

Chair: Nuckolls, Charles W.

Graduate Coordinator: Johnson, David J.

800 SWKT
Provo, UT 84602-5522
(801) 422-3058

Web site: <http://anthropology.byu.edu>

THE PROGRAMS OF STUDY

The graduate masters degree program in anthropology emphasizes archaeology. Additionally, the program offers students interested in professional training in museum studies the option to complete a Museum Studies Certificate in combination with their M.A. program in archaeological fieldwork.

Focusing on the emergence and development of hunter-gatherer and early farming communities in the western United States, as well as complex societies in Mesoamerica and the Near East, the program's strength is the diversity of research opportunities it affords students. These include research venues in the Great Basin and American Southwest regions of North America as well as Mesoamerica and the Near East. Museum internship opportunities are often available, both on and off campus, for students adding the Museum Certificate requirements to their program. Annual archaeology field schools focus on providing training in both survey and excavation, with an emphasis on detailed documentation, resolving field problems through hands-on mentored learning, data analysis, and reporting findings. The optional Museum Studies Certificate allows students hands-on professional training in all aspects of museum collections management, exhibition development, and museum public outreach.

Rather than emphasizing specialized or topical interests, the program equips each graduate student with the basic skills necessary for a future in professional archaeology and/or museum studies, including preparation for continuance in academia through a subsequent Ph.D. degree

in anthropology or archaeology, a career in public archaeology, or placement in a museum.

Up to six students are admitted to the graduate program each year. Most students take three years to complete the requirements. The total number of graduate students in the program varies from between 10 to 15 participants.

Anthropology—MA

Total Credit Hours Required (30): A minimum of 24 hours of course work plus 6 thesis hours (Anthr 699R); A minimum of 20 hours (of the 24 noted above) must be taken under the direct instruction of professional anthropologists at BYU or in another acceptable department at the university. Thesis, readings, internship, and individual work do not count toward these 20 hours. Required and Additional Courses are noted below.

Required Core Courses: 18 hours from Anthr 500, 501, 502, 512, 695R, 699R.

Additional Courses: 6 hours from Anthr 530-590R, electives.

Examinations: (A) Oral examinations in conjunction with the thesis proposal; (B) Oral presentation of thesis proposal; (C) Oral defense of written thesis.

Final Written Thesis: 6 hours of Anthr 699R and successful completion of a masters level thesis.

Museum Practices—Certificate

Optional Additional Museum Practices Certificate

Students interested in the Museum Certificate Program apply online and must be accepted into the Anthropology M.A. or a cognate discipline. It is highly recommended that students

apply for the Museum Certificate Program if they are interested in museum work, do not plan to continue in archaeology at the Ph.D. level, and/or are interested in archaeology and anthropology as academic disciplines but do not wish to pursue a career that requires field archaeology, excavation, and analysis.

- **Credit Hours** (24): 18 hours plus 6 hours of internship in an approved collections repository (Anthr 599R).
- **Required Core Courses:** Anthr 522, 524, 525, 526, 596, 599R. Anthr 524, 526, and 596 must be taken sequentially in the same academic year.
- **Additional Courses:** one approved elective (3 hours) selected from the following: Anthr 511, 512, 590; Hist. 696R; ArtHC 590R; or Hum 690R.
- **Examinations:** Successfully pass a benchmark review (also coordinated with the cognate master's departmental review) no later than completion of the Anthr 524 course. Completion of the master's degree in a cognate discipline such as anthropology, history, art education, or humanities.

FINANCIAL ASSISTANCE

The Department of Anthropology offers tuition assistance to all incoming graduate students. Additional support comes through assistantships, grants, and employment offered by the department and the Museum of Peoples and Cultures, but these funds are limited. The goal is to provide some support for as many students as possible rather than generously support only a few. The Office of Public Archaeology (OPA) also regularly provides employment and valuable professional experience to students prepared to participate in contract archaeology projects.

RESOURCES AND OPPORTUNITIES

Museum of Peoples and Cultures. Closely associated with the Anthropology Department, the Museum of Peoples and Cultures offers unique research opportunities for students and faculty, several of whom have research offices in the museum. Located south and west of the campus in Allen Hall, the museum holdings include important archaeological and ethnographic collections, some of which have not been systematically analyzed or published. These collections, which represent cultures of the Great Basin, the American Southwest, Mesoamerica, the Near East, and other parts of the world, provide material for thesis topics, museum certificate projects, professional publications, and academic credit. Publications produced by the Museum of Peoples and Cultures include a Technical Series, Occasional Papers, and a Popular Series. All publications are marketed by the University of Utah Press.

Office of Public Archaeology. Housed in the Museum of Peoples and Cultures at Allen Hall, the Office of Public Archaeology (OPA) is one of the most active archaeological contracting organizations in the intermountain area. OPA exists to enrich the experience of students who emphasize archaeology. Since its inception in 1980, OPA has carried out small and large-scale projects throughout Utah, including recent long-term projects in Capitol Reef National Park and the Grand Staircase-Escalante National Monument. OPA staff often participate in the department archaeological field school and regularly employ experienced students for projects. OPA research is authored by staff and students and published in the Museum of Peoples and Cultures Technical Series and Occasional Papers.

The New World Archaeological Foundation. This foundation is a research institution focused on Formative Mesoamerican cultures, especially in Chiapas, Mexico. Established in 1952, the NWF maintains

a staff and research facilities in San Cristobal de las Casas, Chiapas. The NWF publishes a monograph series (papers) to disseminate research findings. Graduate student opportunities through the foundation include laboratory research on campus and limited field work in Mexico and Guatemala.

Charles Redd Center for Western Studies. Established in 1972 under an endowment from Charles Redd, a prominent Utah stockman and philanthropist, the center is charged with promoting the study of all aspects of the American West. The center publishes a monograph series, assists faculty and student research through grants and fellowships, and sponsors lectureships each year.

Examples of Current Faculty and Graduate Student Research Topics: Recent projects have addressed: socio-political complexity in Chiapas and Guatemala; development of complex society among the Maya; hunter-gatherer strategies in the arid west; economic patterns in small-scale societies in the greater southwest, and Nabataean society in Syro-Palestine.

COURSE DESCRIPTIONS

ANTHR

500. History of Archaeology. (3)
Prerequisite(s): Acceptance into the graduate program.

Historical approach to development of archaeological knowledge, method, and theory, emphasizing North American and individual contributions.

501. Current Archaeological Method and Theory. (3)
Prerequisite(s): Acceptance into the graduate program.

Major developments in archaeological method and theory, emphasizing current perspectives.

502. Quantitative Methods for Anthropology. (3)

Prerequisite(s):

Methods of organizing, exploring, and presenting data. Probability and statistical inference.

511. Museums and Cultures. (3)

Prerequisite(s):

Museums in society. Cultural foundations of museum content and sociology of museum use. Analyzing museum studies literature. Visits to area museums.

512. Heritage Resource Management. (3)

Prerequisite(s): Admittance into graduate program in archaeology or certificate program in museum practices.

Legal and ethical issues for practicing archaeologists. Preservation law, collections law, public archaeology, Native American issues, and careers in archaeology and museums.

522. Museum Practices and Technologies. (3)

Prerequisite(s):

Core museum disciplines: collections management, curation, education, exhibition, and conservation. Supporting technologies: database, digital photography, Web design, etc. Career paths.

524. Museology: Curation and Writing. (3)

Prerequisite(s): Admission to certificate in museum practices program.

Professional practices supporting the educational, research, and reporting functions of museums, emphasizing museum writing leading to publication, cataloguing, policy writing, exhibition conceptualization, etc.

525. Museum Registration and Collections Management. (3)

Prerequisite(s):

Managing anthropological collections: object-handling, object-tracking, accessioning, deaccessioning, collections databases, loans, valuating collections, conservation environments, ethics, and NAGPRA and other laws relating to museums.

526. Museum Exhibitions and Programming. (3)

Prerequisite(s): Admission to certificate in museum practices program; Anthr 524.

Instruction and practica in all aspects of exhibition development. Current thought and literature in museum education with practica for application.

530. Great Basin Archaeology. (3)

Prerequisite(s): Anthr 350 or equivalent.

Overview of ethnography, history of research, and prehistory of the Great Basin culture area. Current issues in archaeological research emphasized.

535. Southwest Seminar. (3)

Prerequisite(s): Anthr 350 or equivalent.

Overview of ethnography and prehistory of American Southwest. Current issues in archaeological research emphasized.

562. Formative Mesoamerica. (3)

Prerequisite(s):

Topics and issues concerning beginnings and development of Mesoamerican civilizations. Mexican and Mayan antecedents of classic Mayan civilization and culture.

564. Classic Mayan Civilization. (3)

Prerequisite(s):

Topics and issues concerning archaeological and cultural aspects of classic Mayan civilization and society.

565. Mayan Ceramic Analysis. (3)

Prerequisite(s):

Current approaches to classification and analysis of archaeological ceramics, particularly Maya Lowland pottery. Laboratory study of pottery collections from the Maya area.

566. Mayan Ethnohistory. (3)

Prerequisite(s):

Topics and issues of cultural change, colonization, and documentation of change processes in the Mayan region, from postclassic period and independence from Spain.

580. Near East Seminar. (3)

Prerequisite(s):

Current issues in Near Eastern archaeological research.

590R. Special Topics. (3)

Prerequisite(s):

Special topics in archaeology or museum studies.

596. Museum Projects. (3)

Prerequisite(s): Admission to certificate in museum practices program; Anthr 524, 526.

One or more supervised museum projects, such as producing an exhibition, developing educational materials, conducting inventory, or accessioning collections.

599R. Academic Internship: Federal Agency on Museum/Collections Repository. (1-6)

Prerequisite(s): Prior approval; completion of all course work for certificate in museum practices (may be taken concurrently with Anthr 596).

Earning credit while employed in federal agency archaeology (BLM, U.S. Forest Service, etc.); or 320 hours in collections-holding institution (sixteen weeks half-time; eight weeks full-time).

694R. Readings. (0.5-3)

Prerequisite(s): Supervising instructor's consent.

Reading about 1,000 pages per credit hour and providing required products.

695R. Research. (0.5-6)

Prerequisite(s): Completion of 18 hours of 500-level core curriculum for MA program.

Field research, data acquisition, and data analysis. Must be thesis related.

699R. Master's Thesis. (0.5-9)

Prerequisite(s):

FACULTY

Allison, James R., *Associate Professor*, PhD, Arizona State University, 2000. Archaeology: Great Basin and Southwestern U.S.; Ceramic Analysis: Quantitative Methods

Clark, John E., *Professor*, PhD, University of Michigan, 1994. Archaeology: Mesoamerica: Political and Economic Institutions: Cultural Evolution: Ancient Technology: Theory

Crandall, David P., *Associate Professor*, DPhil, Oxford University, 1993. Social Anthropology: South Africa: Kinship: Ritual and Symbols

Finlayson, Cynthia S., *Associate Professor*, PhD, University of Iowa, 1998. Ancient, Classical, and Islamic Archaeology and Art History: Archaeology of Syria and Jordan: Archaeology and Gender: Museum Studies (M.A. George Washington University, D.C.)

Forsyth, Donald W., *Professor*, PhD, University of Pennsylvania, 1979. Mesoamerica: Ceramic Analysis: Ethno-history

Hawkins, John P., *Professor*, PhD, University of Chicago, 1978. Social Anthropology: Guatemala: Ethnicity: Kinship and Family

Hickman, Jacob, *Assistant Professor*, PhD, University of Chicago, 2011. Psychological anthropology: Southeast Asia: Hmong diaspora: Messianic religion: Ethnonationalism: Morality and personhood: Migration

Johnson, David J., *Associate Professor*, PhD, University of Utah, 1987. Archaeology: Archeometry: Ancient Trade: Near East

Searcy, Michael T., *Visiting Assistant Professor*, PhD, University of Oklahoma, 2010. Archaeology: U.S. Southwest/Northwest Mexico: Long-distance interaction: Sociopolitical organization: Maya ethnoarchaeology

ASIAN AND NEAR EASTERN LANGUAGES

Chair: Russell, Robert A.
Graduate Coordinator: Bourgerie, Dana S.

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THE PROGRAMS OF STUDY

An MA in Second Language Teaching (Arabic, Chinese, Japanese, and Korean) is offered as part of the College of Humanities' Second Language Teaching (SLaT) program. See description in Center for Language Studies section of this catalog.

FINANCIAL ASSISTANCE

See Second Language Teaching (SLaT) program.

RESOURCES AND OPPORTUNITIES

See Second Language Teaching (SLaT) program.

COURSE DESCRIPTIONS

ARAB

531R. Advanced Topics in Arabic. (0.5-3)

Prerequisite(s): Instructor's consent.

Advanced studies in Arabic language and literature.

670R. Tutorial Internship in Arabic. (0.5-3)

Prerequisite(s):

Individual research in cooperation with graduate faculty member in problems relating to Arabic literature and language. Tutorial work in writing research papers. Topics vary according to interests and expertise of faculty supervisor.

680R. Special Studies in Arabic. (0.5-3)

Prerequisite(s):

Individual study supervised by graduate faculty member in varying topics of specific interest in Arabic literature and language.

690R. Seminar in Arabic. (0.5-3)

Prerequisite(s):

Group studies supervised by graduate faculty member in varying topics of specific interest in Arabic literature and language.

699R. Master's Thesis. (0.5-6)

Prerequisite(s):

CHIN

599R. Academic Internship. (0.5-9)

Prerequisite(s): Coordinator's and department's consent.

On-the-job cultural and/or language experience.

670R. Tutorial Internship in Chinese. (0.5-3)

Prerequisite(s):

Individual research in cooperation with graduate faculty member in problems relating to Chinese literature and language. Tutorial work in writing research papers. Topics vary according to interests and expertise of faculty supervisor.

680R. Special Studies in Chinese. (0.5-3)

Prerequisite(s):

Individual study supervised by graduate faculty member in varying topics of specific interest in Chinese literature and language.

690R. Seminar in Chinese. (0.5-3)

Prerequisite(s):

Group studies supervised by graduate faculty member in varying topics of specific interest in Chinese literature and language.

ASIAN AND NEAR EASTERN LANGUAGES

699R. Master's Thesis. (0.5-6)
Prerequisite(s):

JAPAN

599R. Academic Internship. (0.5-9)
Prerequisite(s): Japan 302 or equivalent.

On-the-job cultural and/or language experience.

670R. Tutorial Internship in Japanese. (0.5-3)
Prerequisite(s):

Individual research in cooperation with graduate faculty member in problems relating to Japanese literature and language. Tutorial work in writing research papers. Topics vary according to interests and expertise of faculty supervisor.

680R. Special Studies in Japanese. (0.5-3)
Prerequisite(s):

Individual study supervised by graduate faculty member in varying topics of specific interest in Japanese literature and language.

690R. Seminar in Japanese. (0.5-3)
Prerequisite(s):

Group studies supervised by graduate faculty member in varying topics of specific interest in Japanese literature and language.

699R. Master's Thesis. (0.5-6)
Prerequisite(s):

KOREA

670R. Tutorial Internship in Korean. (0.5-3)
Prerequisite(s):

Individual research in cooperation with graduate faculty member in problems relating to Korean literature and language. Tutorial work in writing research papers. Topics vary according to interests and expertise of faculty supervisor.

680R. Special Studies in Korean. (0.5-3)
Prerequisite(s):

Individual study supervised by graduate faculty member in varying topics of specific interest in Korean literature and language.

690R. Seminar in Korean. (0.5-3)
Prerequisite(s):

Group studies supervised by graduate faculty member in varying topics of specific interest in Korean literature and language.

NE LG

511R. Studies in Ancient Near Eastern Languages. (0.5-4)
Prerequisite(s):

Grammar and reading skills.

521R. Special Topics in Ancient Near Eastern Literature. (0.5-3)
Prerequisite(s):

Historical and comparative studies of ancient Near Eastern literature.

FACULTY

Belnap, R. Kirk, *Professor*, PhD, University of Pennsylvania, 1991. Arabic Language and Linguistics

Bourgerie, Dana S., *Professor*, PhD, Ohio State University, 1990. Chinese Linguistics: Dialect Studies and Sociolinguistics

Christensen, Matthew B., *Associate Professor*, PhD, Ohio State University, 1994. Chinese Language and Linguistics: Curriculum Development

Damron, Julie, *Assistant Professor*, PhD, Purdue University, 2000. English Language and Linguistics: Second Language Acquisition/Sociolinguistics

Gessel, Van C., *Professor*, PhD, Columbia University, 1979. Japanese Language and Literature

Honey, David B., *Professor*, PhD, University of California, Berkeley, 1988. Classical Chinese Language and Literature

Miller, J. Scott, *Professor*, PhD, Princeton University, 1988. Japanese Language and Literature

Parkinson, Dilworth B., *Professor*, PhD, University of Michigan, 1982. Sociolinguistics: Arabic

Parry, Donald W., *Professor*, PhD, University of Utah, 1992. Modern and Biblical Hebrew

Peterson, Daniel C., *Professor*, PhD, University of California, Los Angeles, 1990. Medieval Islamic Philosophy: Arabic Language and Literature

Peterson, Mark A., *Associate Professor*, PhD, Harvard University, 1987. Korean Language and History

Ricks, Stephen D., *Professor*, PhD, University of California, Berkeley, 1982. Hebrew: Near Eastern Languages, History of Religions

Riep, Steven L., *Associate Professor*, PhD, University of California, Los Angeles, 2001. East Asian Languages and Cultures

Stoneman, Jack C., *Assistant Professor*, PhD, Columbia University, 2005. Japanese Literature and Culture

Warnick, J. Paul, *Associate Professor*, PhD, Ohio State University, 1996. Japanese Linguistics and Pedagogy

Watabe, Masakazu, *Professor*, PhD, University of Southern California, 1978. Linguistics: Japanese

BIOLOGY

Chair: Crandall, Keith A.
Graduate Coordinator: Adams, Byron J.

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THE PROGRAMS OF STUDY

The Department of Biology offers graduate training experiences in a variety of areas, including evolutionary biology, ecology, systematics, bioinformatics, conservation biology, and molecular evolution. We integrate approaches from the molecular and genetic levels, through the organismal level to the population and ecosystem level to investigate a variety of questions in these areas. Because of our integrative nature, we have substantial expertise in plant, and animal, (vertebrate, and invertebrate) systems. Our program provides an exceptional graduate community, including master's students, PhD students, and postdoctoral fellows.

The Department of Biology offers three graduate degree programs: Biological Science Education-MS, Biology-MS, and Biology-PhD.

The Department of Biology has a vibrant graduate program. Students working toward a master's degree generally complete all requirements within two years. PhD students, however, routinely require about five years to complete their doctoral program.

The current Graduate Student Handbook is available to view online at biology.byu.edu.

Biological Science Education—MS

The biological science education degree is designed to prepare students with advanced skills and knowledge for teaching in high schools and colleges. Students opting for this degree

pursue original research and present results in formal thesis format. Since all research for this degree is expected to be of publication quality, theses are usually prepared in a form suitable for immediate submission for review by an appropriate scholarly journal. This degree is not an alternative teacher certification program.

Requirements for MS Degree Programs in Biology.

- Credit hours (30): minimum 24 course work hours plus 6 thesis hours; 20 hours must be in the 500-level series and above (can include 691R, 699R, etc.).
- Required courses: Bio 691R (Graduate Seminar two semesters); Bio 503 (Graduate Orientation) or equivalent. Additional courses as determined by student's advisory committee and approved by department graduate coordinator.
- Annual progress reviews by advisory committee and graduate committee.
- Presentation of research prospectus to advisory committee.
- Thesis: standard university thesis or journal publication format.
- Examinations: (A) coursework oral examination, (B) defense of research, and (C) oral defense of thesis.

Biology—MS

The MS degree in biology is designed to give students an opportunity to develop research projects within a hypothesis-testing framework, with a conceptual focus on some aspect of ecological or evolutionary theory. Projects might include, but are not limited to, studies in population, community or ecosystem ecology, population or conservation genetics, phylogeography, molecular evolution, bioinformatics, or phylogenetic systematics. Students in any of these areas will present and defend a thesis based on original work. Because all such research is expected to be suitable for publication in peer-reviewed

journals, thesis manuscripts are expected to be prepared for immediate submission to an appropriate journal.

Requirements for MS Degree Programs in Biology.

- Credit hours (30): minimum 24 course work hours plus 6 thesis hours; 20 hours must be in the 500-level series and above (can include 691R, 699R, etc.).
- Required courses: Bio 691R (Graduate Seminar two semesters); Bio 503 (Graduate Orientation) or equivalent. Additional courses as determined by student's advisory committee and approved by department graduate coordinator.
- Annual progress reviews by advisory committee and graduate committee.
- Presentation of research prospectus to advisory committee.
- Thesis: standard university thesis or journal publication format.
- Examinations: (A) coursework oral examination, (B) defense of research, and (C) oral defense of thesis.

Biology—PhD

The PhD degree in biology is structured to challenge students to develop intellectual independence. This is demonstrated by designing and implementing a research project that requires substantial work on an important question in ecological or evolutionary theory, then analyzing and synthesizing results in a way that reflects the student's maturation as a scholar. Projects might include, but are not limited to, studies in population, community or ecosystem ecology, population or conservation genetics, phylogeography, molecular evolution, bioinformatics, or phylogenetic systematics. Students will present and defend a dissertation project that includes chapters to be published as stand-alone manuscripts in appropriate scholarly journals.

Requirements for PhD Degree Pro-

BIOLOGY

grams from Biology.

- Credit hours: minimum 54 credit hours, including 18 hours of dissertation Bio 799R.
- Required courses: Bio 691R (Graduate Seminar four semesters); Bio 503 (Graduate Orientation) or equivalent. Additional courses as determined by student's advisory committee and approved by department graduate coordinator.
- Students who have earned a master's degree must complete at least 36 credit hours of additional graduate work at BYU beyond the master's degree.
- Annual progress reviews by advisory committee and graduate committee.
- Presentation of research prospectus to advisory committee.
- Dissertation: standard university thesis or journal publication format.
- Examination: (A) comprehensive oral examination: grant proposal and literature review; (B) oral defense of research; and (C) oral defense of dissertation.

FINANCIAL ASSISTANCE

Teaching and research assistantships are offered on a competitive basis by the department. PhD students are guaranteed a Teaching Assistant position for each semester enrolled while MS students are guaranteed TA employment for the Fall and Winter semester.

Tuition assistance is also available for both the MS and PhD degrees. Master's students receive a \$1000 tuition award for Fall and Winter semester, PhD students are granted a full tuition waiver for all semesters enrolled.

RESOURCES AND OPPORTUNITIES

DNA Sequencing Facility. The DNA Sequencing Center was established to help researchers process DNA samples efficiently and economically. The center is equipped with an ABI 3730 96-capillary automated sequencer, an ABI 3100 16-capillary machine, and a 454 Pyrosequencer that run DNA sequences and microsatellite runs. Operated by a faculty director, a full-time manager, a part-time finance person, and a number of undergraduate student assistants, the center is open for use by undergraduates, graduate students, faculty, and, through special arrangements, researchers from outside the university. The centralization of equipment and expertise has dramatically reduced the expense of DNA research while increasing the efficiency and quality of the data generated.

M. L. Bean Life Science Museum. Extensive biological collections are housed in the M. L. Bean Life Science Museum and are available for supervised student research. Curators and their students often conduct fieldwork throughout the U.S., and in many other parts of the world.

Electron Optics Laboratory. In this lab researchers can accomplish all standard electron optics procedures. The laboratory has transmission and scanning electron microscopes equipped with X-ray microanalysis capabilities, plus accessory equipment for freeze-fracture, freeze-drying, and necessary support facilities, including confocal laser scan microscopy.

USDA Forest Service Shrub Science Laboratory. Housed on the BYU campus, this lab supports one of the finest research programs on native shrubs in the world. Here eleven PhD research scientists with adjunct faculty appointments work with BYU faculty members and graduate students. Laboratories, greenhouses, and gardens on campus and around the state support studies on desert shrubs.

Lytle Ranch Preserve. Graduate

students are able to do year-round research on desert plants and animals at the Lytle Ranch. This large preserve is located in the moderate desert climate of southwestern Utah. For access to the preserve, contact the M.L. Bean Life Science Museum at (801) 422-5052 or at secretary.museum@byu.edu.

Opportunities. On the Provo campus are greenhouses, gardens, an arboretum, a small animal vivarium, and a tissue culture room. Laboratory facilities include gas chromatography-mass spectrometers, isotope ratio mass spectrometers, transmission and scanning electron microscopes, ultra centrifuges, visible ultraviolet and infrared spectrophotometers, gas chromatographs, high-performance liquid chromatographs, infrared gas analyzers, atomic absorption spectroscopy, flow cytometry, microarray scanners, plate readers, and many other items.

Faculty and graduate students are engaged in a number of significant and interesting research projects, funded both externally and internally. Some of these are: evolutionary ecology, biochemical ecology; plant and animal systematics; bioinformatics; evolutionary biology; conservation biology; molecular evolution, phylogeography, population, community and ecosystem ecology; biogeochemistry, evolution of development, marine and freshwater biology; biological science education; environmental science; and conservation of rare species.

COURSE DESCRIPTIONS

BIO

503. Research Orientation. (1)
Prerequisite(s):

Introduction to graduate school and research techniques.

510. Biological Systematics and Curation. (3)

Prerequisite(s):

Principles, methods, and tools of taxonomy and systematics as applied to species delimitation, specimen-based research, nomenclatural codes, and the curation of biological specimens.

511. Lichenology. (3)

Prerequisite(s):

Classification, morphology, and ecology on lichens. Field trip required.

512. Angiosperm Phylogeny. (3)

Prerequisite(s): Bio 430 or equivalent.

Description, classification, phylogeny, and geographic distribution of flowering plant families.

525. Animal Disease, Biosecurity, and Zoonoses. (3)

Prerequisite(s): Bio 380 or instructor's consent.

Animal disease emphasizing prevention, organ systems affected, biosecurity, and zoonotic potential.

541. Aquatic Entomology. (4)

Prerequisite(s): Bio 441 or equivalent.

Morphology, classification, biology, and functional ecology of aquatic insects. Field trips required.

550. Physiological and Chemical Ecology. (3)

Prerequisite(s): Bio 350 or equivalent.

Ecophysiological response of plants to their environment.

555. Evolutionary and Ecological Modeling. (2)

Prerequisite(s): Senior status in bioinformatics program or graduate status; Stat 511, 512, or equivalent; instructor's consent.

Using models in ecology. Practical experience in analytical, simulation, and agent-based models.

556. Limnology. (3)

Prerequisite(s): Bio 350, Chem 106; or equivalents.

Lakes, reservoirs; their biota and physical/chemical properties.

557. Stream and Wetland Ecology. (4)

Prerequisite(s): Bio 350, Chem 106; or equivalent.

Stream and wetland ecology; their biota and their physical/chemical properties.

559R. Advanced Topics in Ecology and Evolution. (1-6)

Prerequisite(s): Instructor's consent.

Current topics in ecology, evolution, and systematics.

560. Population Genetics. (4)

Prerequisite(s): Bio 420 or equivalent.

Basic principles of population genetics applied to natural populations; drift, selection, and nonrandom mating; inferring population subdivision, migration, and gene flow.

580. Scanning Electron Microscopy. (3)

Prerequisite(s): Instructor's consent.

Theoretical and practical scanning electron microscopy of biological, physical science, and engineering samples, emphasizing practical applications.

581. Transmission Electron Microscopy. (3)

Prerequisite(s): Instructor's consent.

Theoretical and practical transmission electron microscopy of biological, physical science, and engineering samples, emphasizing practical applications.

589R. Advanced Science In-Service. (1-5)

Prerequisite(s):

In-service course for science teachers. Topics vary.

640. Phylogenetic Systematics. (4)

Prerequisite(s): Bio 420 or equivalent.

Theoretical foundations of modern systematics, methods of phylogenetic inference, and discussion of contemporary literature.

641. (Bio - MMBio) Molecular Evolution. (4)

Prerequisite(s): Bio 420 or equivalent.

Theoretical foundations of molecular evolution; molecular phylogenetics, estimates of population genetic parameters, gene duplication, horizontal gene transfer, rates of evolution, molecular clocks.

652. Evolutionary Ecology. (3)

Prerequisite(s): Bio 350, 420; or equivalents.

Exploring the diversity of life by integrating ecological and evolutionary perspectives. Topics include theoretical population ecology, advanced evolutionary biology, and behavioral ecology.

653. Community Ecology. (2)

Prerequisite(s): Bio 350, 420; or equivalents.

Current concepts and theories of underlying mechanisms structuring terrestrial, freshwater, and marine communities: scale, heterogeneity, foodweb stability, local versus regional processes, meta-community dynamics, historical constraints.

661. (Bio-MMBio-PDBio-PWS) Molecular Biology of the Cell. (3)

Prerequisite(s):

Life science principles including biochemistry of proteins and nucleic acids, cellular structure, cell signaling, and gene regulation

662. (Bio-MMBio-PDBio-PWS) Genomics, Molecular Evolution, and Developmental Biology. (3)

Prerequisite(s):

Understanding the molecular life sciences including genetics of model organisms, developmental genetics, molecular evolution, genomics, and bioinformatics.

675. Pedagogy and Epistemology for Science Education. (3)

Prerequisite(s):

Current research on teaching practices and learning theories appropriate for science education. Critical analysis implementing teaching practices. Field-based teaching observations required.

679R. Advanced Topics in Science Education. (3)

Prerequisite(s):

Current topics in biological science education.

681R. Electron Microscopy Laboratory. (1-6)

Prerequisite(s): Instructor's consent.

Advanced research in electron microscopy.

BIOLOGY

691R. Graduate Seminar. (0.5)

Prerequisite(s):

694R. Special Problems in Biology. (1-6)

Prerequisite(s): Supervisor's consent.
Independent student research under faculty supervision.

695R. Practicum in Biology Teaching. (4-8)

Prerequisite(s):
Curricula, principles, concepts, and experiences in teaching biology effectively.

699R. Master's Thesis. (1-9)

Prerequisite(s):

799R. Doctoral Dissertation. (1-9)

Prerequisite(s):

FACULTY

Adams, Byron J., *Associate Professor*, PhD, University of Nebraska, 1998. Molecular Systematics, Evolutionary Ecology, Ecological Genomics

Belk, Mark C., *Professor*, PhD, University of Georgia, 1992. Evolutionary Ecology

Crandall, Keith A., *Professor*, PhD, Washington University, 1993. Population Genetics: Molecular Evolution: Conservation Biology

Gardner, John S., *Research Professor*, PhD, Brigham Young University, 1978. Electron Optics: Fungal Ultrastructure

Gill, Richard A., *Associate Professor*, PhD, Colorado State University, 1998. Ecosystem and Physiological Ecology

Jensen, Jamie, *Assistant Professor*, PhD, Arizona State University, 2008. Biological Science Education

Johnson, Jerald B., *Associate Professor*, PhD, University of Vermont, 2000. Evolutionary Ecology

Johnson, Leigh, *Professor*, PhD, Washington State University,

1996. Plant Systematics and Evolution

Kauwe, John S. K., *Assistant Professor*, PhD, Washington University in St. Louis, 2007. Genetic Architecture of Complex Human Diseases

Nelson, C. Riley, *Professor*, PhD, Brigham Young University, 1986. Entomology: Ecology: Systematic Biology

Peck, Steven L., *Associate Professor*, PhD, North Carolina State University, 1997. Environmental Biostatistics: Biomathematics: Entomology

Rader, Russell B., *Professor*, PhD, Colorado State University, 1987. Freshwater Evolutionary Ecology

Roeder, Beverly L., *Professor*, PhD, Pennsylvania State University, 1990. Anatomy: Physiology: Medicine and Surgery: Animal Health: Prevention and Diagnoses of Metabolic Disorders

Rogers, Duke S., *Professor*, PhD, University of California, Berkeley, 1986. Phylogenetic Systematics: Mammalogy: Rodent Disease Ecology

Shiozawa, Dennis K., *Professor*, PhD, University of Minnesota, St. Paul, 1978. Aquatic Ecology: Ichthyology

Sites, Jack W., *Professor*, PhD, Texas A&M University, 1980. Evolutionary Genetics: Herpetology

St. Clair, Larry L., *Professor*, PhD, University of Colorado, 1984. Cryptogams: Environmental Bio-monitoring

Whipple, Clint J., *Assistant Professor*, PhD, University of California, San Diego, 2006. Evolution of Plant Development

Whiting, Michael F., *Professor*, PhD, Cornell University, 1994. Entomology: Phylogenetic Theory and Practice

Wilcox, Edward R., *Research Associate Professor*, PhD, University of California, Davis, 1982. Human Genetics

BUSINESS ADMINISTRATION, MASTER OF

Program Director: Merrill, Craig
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(801) 422-3500
Fax: (801) 422-0513
E-mail: mba@byu.edu
Web site: <http://mba.byu.edu>

THE PROGRAMS OF STUDY

The master of business administration program is administered by the Marriott School of Management. It is a two-year program designed to prepare the graduate student for a career in business. The program focuses on four areas: globalization, integration, technology, and entrepreneurship. Increasingly, international focus and entrepreneurship are encouraged to better prepare the student for the world of business. Currently the program presents a new and exciting approach to teaching business management. Courses are integrated across disciplines in order to use faculty expertise from different points of view. Concept days are alternated with case study days to improve practical application.

The curriculum has been designed to achieve the twofold task of giving the student (1) a general management education and (2) depth in area(s) bearing specifically on personal professional interests.

Students choose from five designed tracks: finance, marketing, supply chain management, organizational behavior/human resource management (OB/HR), or product development. Or they can design their own track to fit their career goals.

Students who complete the MBA program will have (1) acquired an understanding of business and management tools and principles that have enduring significance in a changing environment, (2) developed advanced knowledge in a field of concentration in the area of the student's major interest, (3) achieved an understanding of the utilization of quantitative methods and behavioral

sciences in the solution of business problems, (4) obtained skills in critical analysis and careful reasoning, and (5) strengthened their ability to communicate effectively.

A brief description of each track follows:

Finance

The finance track prepares students to work in corporate finance or with financial institutions. The corporate finance curriculum trains students for careers as financial analysts, controllers, and treasurers within large corporations. The financial institutions curriculum trains students for careers in investment banking, commercial banking, and securities management. The corporate finance curriculum is appropriate for students who seek general management positions with a strong finance background, whereas the financial institutions curriculum is more specialized and focused on positions in finance firms.

Marketing

The marketing track at the Marriott School builds on proven industry experience and academic achievements in the areas of marketing information systems, international brand management, and market analysis. This track prepares students for employment in product/brand management, e-commerce/database marketing, and high-technology marketing.

Supply Chain Management

The supply chain is the complete sequence of companies and value-enhancing activities required to transform basic raw materials into useful products and services for customers. Successful companies effectively manage operations within the walls of their own organization. Supply chain management is one of the fastest growing job markets for business graduates.

Organizational Behavior/Human Resource Management (OB/HR)

The OB/HR track provides a foundation for the study of organizational change and the development and strategic management of human

resources. Track curriculum equips students with theoretical, analytical, diagnostic, and change agent skills. Career opportunities exist in human resource departments and organizational effectiveness or training and development positions, including responsibilities for change management, implementing business strategies, and leading organizational change efforts.

Product Development (PD)

The PD is an integrated program involving the Marriott School of Management, the Department of Mechanical Engineering, and the School of Technology. Through the PD program students can earn joint MBA and MS degrees in mechanical engineering or manufacturing engineering technology. These programs emphasize integrative work on product conceptualization, marketing assessment, engineering design, and manufacturing strategies.

Business Administration—MBA

MBA classes are generally not available to students other than those in the following programs: master of business administration, juris doctor/master of business administration, master of public administration, or master of accountancy. All first-year and second-year MBA core classes are required for graduation.

Requirements for Degree.

Required courses:

First-year program: courses in marketing management, operations management, strategy, global management, managerial accounting, corporate financial reporting, business finance, human resource management, leadership, strategic implementation, and the MBA Management Seminar, and ethics

- Electives: see MBA or executive MBA policies and procedures publications. In addition to the designed tracks, students may choose an emphasis in the following areas:

entrepreneurship, international business, strategic management, or consulting.

Joint MBA program—JD/MBA

Joint MBA programs—JD/MBA, MBA/MS

The J. Reuben Clark Law School and the Marriott School have approved arrangements whereby qualified students may earn joint degrees from the two schools in four years of full-time graduate study. Candidates must satisfy the admissions requirements for and be admitted to each program separately. Students take classes in one program during the first year of study, classes in the other program during the second year, and classes in both programs during the third and fourth years. Students may choose which program to begin first.

MBA/MS

The MBA/MS is a program of business administration and engineering. The Mechanical Engineering Department, the School of Technology, and the Marriott School of Management offer a joint program in product development (PD) leading to a master of science degree in mechanical engineering and a master of business administration (MBA) degree. The program takes an average of three years to complete. The degrees are approved and conferred separately by the two departments, but since course work for the two degrees may overlap and similarities between the two programs may be emphasized, the PD program offers students significant advantages to separate programs in these two fields.

The PD program addresses important needs for engineers, designers, and managers, who excel in world-class product development, a cross-functional process requiring both technical and managerial skills. The program provides students with the management skills of the MBA program along with undergraduate and advanced training in engineering.

Business Administration - Executive Program—MBA

The executive master of business administration option is a rigorous program in general management for fully employed professionals. Designed for managers and professionals who typically have at least five years of full-time managerial work experience, it consists of courses similar to the full-time MBA program but is unique in reflecting the work and management experience of its students. The EMBA is a general degree and does not offer specialization in functional areas.

Obtaining an MBA degree through the executive MBA option requires a year-round commitment for two years. Class sessions are available on the Provo campus on Tuesday and Thursday evenings. Class sessions in Salt Lake City are offered on Friday and Saturday every other week in the BYU Salt Lake Center. Provo classes are offered in the odd numbered years (2011, 2013 etc) and the Salt Lake Classes begin in even numbered years (2012, 2014 etc.)

Students spend one residency week on campus each year in a complex case analysis and other concentrated study. Executive MBA classes are generally not available to students in other programs. Special requests should be made to the Executive MBA Operating Committee, c/o the MBA Office.

FINANCIAL ASSISTANCE

The MBA program utilizes the Marriott School's financial aid provisions. Qualified students can receive aid from the following: the Marriott School of Management Scholarship Fund, private scholarship donations, and loan assistance.

Scholarships. The Marriott School currently has over ninety private scholarships. Information and applications are available for second-year students in 730 TNRB (deadline: March 31). In addition, the MBA

program awards scholarship funds to first-year students based on academic merit, work experience and diverse life experiences, and offers several private MBA scholarships.

Assistantships

Research and teaching assistantships are available for qualified second-year students.

Loans

Several loans are available for Marriott School students:

- Marriott School loans: available to full-time Marriott School day students. Marriott School loans are handled on an individual basis, dependent on financial need and standing within the participating program.
- BYU short-term loans: available for up to the cost of tuition only.
- Federal Stafford loans: subsidized by the U.S. government. Not available for international students.

More information on and applications for these loans are available from the BYU Financial Aid Office, A-41 ASB, (801) 422-4104.

RESOURCES AND OPPORTUNITIES

Business administration students utilize the N. Eldon Tanner Building, which houses the Marriott School of Management. This unique glass and granite building is a wonderfully versatile and inspiring place for students studying business and public management.

The N. Eldon Tanner Building includes a 76,000 square foot expansion dedicated in October 2008. The new four-story building expansion is attached to the west side of the current building. This expansion includes: tiered case rooms, flat classrooms, team study areas, open study areas, lockers, MBA and MPA student

lounges, MBA program offices, faculty offices, conference rooms, and a New York-style deli. Part of this expansion also includes a three-level, open-air parking structure.

The Marriott School is recognized as one of the outstanding management schools in the nation. Faculty are actively engaged in research and publication, and they fill leadership positions in a number of national professional organizations. The school has developed innovative educational programs that include internships, executive visitation programs, special student consulting and research projects, and other activities designed to bring management education and training closer to management practice. This is accomplished, in part, through the Marriott School's National Advisory Council and the Executives on Campus Program.

Consisting of sixty-five to seventy prominent business and government executives, the National Advisory Council lends major support to the Marriott School. Students benefit by interacting with council members in special campus lectures and seminars and by visiting or working with these executives in their respective organizations. Furthermore, the council assists students with placement opportunities, helps develop funding sources for scholarships, and provides professional development for faculty members.

The Executives on Campus Program gives students an opportunity to interact with distinguished business and government leaders who come to campus. These executives visit classes and meet with student organizations as well as participate in the Executive Lecture Series and the Entrepreneurship Lecture Series.

COURSE DESCRIPTIONS

EMBA

500. Introduction to Management. (3)

Prerequisite(s):

Intensive introduction to management thought and practice.

504. Corporate Financial Reporting. (3)

Prerequisite(s):

Analyzing financial accounting and reporting issues used by prospective managers.

505. Leadership 1. (1.5)

Prerequisite(s):

Understanding and building individual leadership skills in career management and communications.

506. Entrepreneurial Management. (1.5)

Prerequisite(s):

Building the skills of entrepreneurial management; focusing on finding opportunities, people, and deals to create new value in new ventures and existing firms.

508. Leadership: Identifying and Developing Convictions, Strengths, and Key Competencies. (3)

Prerequisite(s):

Exploring current topics and issues in leadership and management. Identifying convictions and strengths necessary for effective leadership in contemporary business settings. Creating a plan for developing key competencies.

531. Operations Management. (3)

Prerequisite(s):

Examining issues and tools in service operations, production, and operations management. Presenting and developing specific tools for forecasting, planning, inventory control, and project management.

545. Human Resource Management. (3)

Prerequisite(s):

Analyzing individual, group, and organizational variables that facilitate or inhibit effective organizational functioning. Topics include motivation, rewards, leadership, conflict, decision making, structure, evaluation, and change.

603. Introduction to Management 2. (3)

Prerequisite(s):

International global strategy simulation during second-year residency week, including activities enhancing skills learned from first year of study. Developing the EMBA network. Introducing a variety of local industries through team-based experiential learning projects.

610. Business Negotiations. (1.5)

Prerequisite(s):

Skills of negotiation in a wide variety of professional settings. Promoting negotiation's pervasive role in shaping business outcomes, particularly in buyer-seller interactions.

682. Strategy Implementation and the General Manager's Role. (3)

Prerequisite(s):

Creating alignment among organizational elements of the firm; managing strategic change; the role of personal and business values in strategy.

683. Strategy. (3)

Prerequisite(s):

Introduction to strategic and advanced studies in strategic planning; applying concepts, models, and analysis.

691. Capstone Project. (1.5)

Prerequisite(s):

Integrative applications of business problems. Group work analyzing a current business challenge to formulate recommendations followed by professional presentations. End of program capstone project for integration and synthesis.

692. Foreign Business Excursion. (6)
Prerequisite(s):

International experience, including instruction by global business executives. Exposure to global practice in management, finance, operations, marketing, and strategy.

693R. Selected Topics in Management. (0.5-6)

Prerequisite(s):

Subject(s) to be determined by instructor.

MBA

501. Corporate Financial Reporting. (1.5)

Prerequisite(s):

Analyzing financial accounting and reporting issues used by prospective managers.

502. Managerial Accounting 1. (1.5)
Prerequisite(s):

Objectives and procedures of cost accounting. Topics include job costing, joint product costing, cost behavior analysis, standard costs, cost allocation problems, and cost data use in management.

505. Leadership. (3)

Prerequisite(s):

Develop leadership ability by identifying and building upon existing strengths. Effective leaders maintain positive professional relationships while motivating high performance of individuals, teams and organizations. Topics include: organizational culture and change, leader communication, and character.

510. Management and Information Technology. (1.5)

Prerequisite(s):

Management and control with information technology. Information flow, database design, and use applied to cost controls and managerial decision making.

520. Business Finance. (3)

Prerequisite(s):

Short-term financing of a business operation. Developing techniques for financial planning, such as analysis of ratios, profitability, and liquidity.

524. Advanced Corporate Financial Reporting. (1.5)

Prerequisite(s): MBA 501.

Areas of financial reporting where managers have considerable discretion, including pensions, leases, equity securities, earnings, dilution, employee stock options, and deferred taxes. Dynamics between auditors, managers, and financial analysts.

527. Financial Statement Analysis. (1.5)

Prerequisite(s):

Analysis of financial statements and accompanying footnotes. How various accounting methods might affect interpretation and use of financial information.

528. Managerial Finance. (3)

Prerequisite(s):

Elaboration on MBA 520 topics (i.e., capital budgetary, cost of capital, and capital structure). Concepts such as real options, valuation, and mergers introduced.

529. Strategic Logistics Management. (3)

Prerequisite(s):

Applying and integrating logistics-related topics, including materials management, physical distribution, inventory management, warehousing, logistics network design, customer service, packaging, and materials handling.

530. Operations Management. (3)

Prerequisite(s):

Examining issues and tools in production and operations management. Specific tools for forecasting, planning, inventory control, and project management presented and developed.

532. Purchasing and Supply Management. (3)

Prerequisite(s):

Upstream supply chain activities of supplier selection, management, and development. Topics will include negotiations, costing, product development, and commodity analysis.

536. Training and Development. (3)
Prerequisite(s):

Analyzing learning theories, training methods and strategies, training and development applications, and production and use of current technology for training and human resource development.

537. Change Management. (3)

Prerequisite(s):

Theory and practice of change in organizations.

539. Theory and Practice of Third-World Development. (3)

Prerequisite(s):

Paradigms of economic development; strategies and applications in various societies.

541. Micro-Organizational Change. (3)

Prerequisite(s):

Introduction to development of micro-organizational behavior paradigms and their potential implications for understanding and influencing change in organizations.

542. Micro/Macro Organizational Behavior. (3)

Prerequisite(s):

Foundation for understanding organizations -- behavior, structure, purposes, including models and diagnostic frameworks. How overall environment and societal context shape individuals and organizations.

543. Consulting. (1.5)

Prerequisite(s):

Consulting cycle (contracting, diagnosis, data gathering, etc.), managing a small consulting practice, and the nature and organization of consulting business and industry.

544. Team Management and Consultation. (3)

Prerequisite(s):

Investigating the dynamics that make teams successful, analyzing pitfalls of working in teams, and exploring recommendations to improve team effectiveness. Identifying and resolving common team challenges, as team members and consultants to an external team.

545. Human Resource Management. (1.5)

Prerequisite(s):

Analysis of individual, group, and organizational variables that facilitate or inhibit effective organizational functioning. Topics include motivation, rewards, leadership, conflict, decision making, structure, evaluation, and change.

546. Human Resource Management Skills. (3)

Prerequisite(s):

Acquiring skills and competencies including selection, compensation, performance evaluation, training evaluation, organizational assessment, and research methodology.

547. Labor Relations and Employment Law. (3)

Prerequisite(s):

U.S./International labor/industrial relations. History, labor law, union organizing campaigns, contract negotiations, arbitration, union avoidance. Employment discrimination, work policies, and workplace safety and health.

548. Strategic Human Resource Management. (3)

Prerequisite(s):

HRM from manager's perspective. Employment relationship, recruiting/selection, employment law, performance management, and HRM in emerging companies. Managing human assets within firm's strategy, industry, and stakeholder environment.

549R. Professional Seminar in Organizational Behavior. (0.5-3)

Prerequisite(s):

Special topics or problems varying from semester to semester, e.g., conflict resolution, power and influence, intergroup relations, career development and planning, and management skills.

550. Marketing Management. (3)

Prerequisite(s):

Development of analytical marketing tools and techniques; their utilization in case analysis and decision making in marketing management.

553. Pricing and Positioning Tools for Marketing. (3)

Prerequisite(s):

Developing computer-based statistical analysis skills for marketing to enhance the decision-making and strategic thinking abilities of marketing managers. Topics include segmentation, targeting, positioning, and pricing.

554. Internet Marketing. (3)

Prerequisite(s):

Marketing strategy for business on the internet: marketing research, sales, and promotional concepts.

556. Advertising and Promotion. (3)

Prerequisite(s):

Key issues facing marketing managers when promoting products and services. Cases, readings, and research on the elements of effective communication strategies and promotional programs.

578. Theory-Based Organizational Scholarship. (3)

Prerequisite(s):

Using a concept of their choice, students learn how to make theoretical contributions and theorize using graphical models.

580. Business Strategy. (3)

Prerequisite(s):

Introduction to strategic planning; concepts, models, and analysis.

584. Introduction to Global Management. (1.5)

Prerequisite(s):

Foundations in global management integrating strategy, finance, operations, marketing, and human resource management.

590R. Business Plan competition Management. (0.5-3)

Prerequisite(s):

Directors of the BYU Business Plan Competition learn and apply skills in leadership, governance, financial management, mentoring, and VA/Angel networking. application and faculty approval required.

591R. Integrative Exercise. (0.5-3)

Prerequisite(s):

Integrated applications of case analysis and presentation skills. Group work to analyze cases and formulate recommendations, followed by professional presentations to groups representing management.

593R. Management Seminar. (0.5-3)

Prerequisite(s):

Invited guests speak on topics of general management interest ranging from ethics, industry problems and opportunities, and government policies to relevant current events.

598R. Curricular Practical Training. (0.5)

Prerequisite(s):

Hands-on practical training for MBA international students to be taken after their first year of the MBA program.

602. Taxation for Decision Makers. (3)

Prerequisite(s):

Analysis of business and individual transactions for their tax factors. Basic structure of the law and implications for both personal and corporate income tax.

604. Business Ethics. (1.5)

Prerequisite(s):

Basic issues, concepts, and tools of management ethics; includes ethical theory, character ethics, and social responsibility, all taught in a gospel context.

605. Decision Analysis. (1.5)

Prerequisite(s):

Applying analytical decision-making tools to management situations using spreadsheet decision models based on concepts of risk, uncertainty, and multiple criteria.

606. Optimization. (1.5)

Prerequisite(s):

Applying analytical decision-making tools to management situations, emphasizing spreadsheet decision models that optimize a key variable subject to constraints.

609. Money, Financial Markets, and Forecasting. (3)

Prerequisite(s):

Applying macroeconomics and statistics to understand key institutions, anticipate business conditions, predict interest rates, and forecast market indicators.

614. Spreadsheet Automation and Modeling. (3)

Prerequisite(s): Admission to a Marriott School graduate program.

Programming in Excel VBA; automating common tasks; retrieving data from web servers; building optimization models and user forms.

615. Spreadsheets for Business Analysis. (1.5)

Prerequisite(s):

Use of spreadsheets to support business analysis and decision making. Includes sensitivity analysis, pivot tables, introductions to databases and macros, charting, and similar topics.

617. Risk Management. (3)

Prerequisite(s):

Management of risk exposures in a business setting. Identifying, measuring, and dealing with both traditional insurable risks and financial risks.

618. Financial Markets. (3)

Prerequisite(s): M B A 520 or Bus M 520.

Learning how financial markets work. Understanding terminology of markets. Gaining exposure to market professionals and institutions. Developing skills in company analysis, portfolio management, and Excel spreadsheets. Preparing for careers in financial markets.

619. Customer Relationship Management. (3)

Prerequisite(s):

Methods and principles for effective management of customer relationships and interactions. Analyzing customer-interactive processes. Facilitating customer roles in the supply chain pertaining to cost, quality, and workflow. Using customer service technology for strategic advantage.

620. Personal Financial Planning. (3)

Prerequisite(s):

Financial decision making for households: income tax, retirement and estate planning, investment strategy, portfolio management, and personal risk management. Business interests affecting personal finances.

621. Advanced Corporate Finance. (3)

Prerequisite(s):

Issues such as mergers/acquisitions, valuation, financial restructurings, leveraged buyouts, capital structure, international portfolio analysis, tax-driven decisions, leasing, recapitalizations, and industry restructurings.

622. Investments. (3)

Prerequisite(s):

Basic principles and techniques of investment analysis and portfolio selection and management. Portfolio policies available to investors.

624. Capital and Security Markets. (3)

Prerequisite(s):

Functions and instruments of capital markets: relationships to money markets, historical background, structures, and analysis of significant economic problems and trends in the markets.

626. Derivatives and Fixed Income. (3)

Prerequisite(s): MBA 622.

Valuing and using derivative and fixed-income securities. Key concepts include equilibrium pricing, arbitrary pricing, and financial engineering.

627. International Finance. (3)

Prerequisite(s):

Impact that currency, tax and capital market variations between countries have on sourcing of funds, management of working capital, investment of funds, and protection of assets. Understanding the foreign exchange market.

629A. Silver Fund, Part 1. (1.5)

Prerequisite(s): Finance faculty consent.

Team management of actual investment portfolios for a full year. Responsibility for economic forecasts, security selection, and portfolio strategy.

629B. Silver Fund, Part 2. (1.5)

Prerequisite(s): Finance faculty consent.

Team management of actual investment portfolios for a full year. Responsibility for economic forecasts, security selection, and portfolio strategy.

630. Managing for Results. (3)

Prerequisite(s):

Essential skills for effective self-management; role, characteristics and supervisory skills; structuring a work environment and enhancing the quality of professional and personal life.

631. Power, Influence, and Negotiation. (3)

Prerequisite(s):

Analysis of power and influence processes; develop observational skill; roles of networks, social capital, and influence in organizations; employing power and influence to negotiate effectively.

632. Social Entrepreneurship. (3)

Prerequisite(s):

Theory and practice of starting, financing, assessing, and managing successful mission-driven for-profit and nonprofit ventures. Strategies, pitfalls, and tools in use.

633. Global Supply Chain Strategy. (3)

Prerequisite(s):

How companies win fiercely competitive battles for customer loyalty by bringing together the complementary competencies residing up and down the supply chain to create unique value in a rapidly changing global environment.

634. Quality Management. (3)

Prerequisite(s):

Concepts of quality management; strategic issues, philosophies, and tools used to implement and control quality.

638. Strategic Issues in Operations. (3)

Prerequisite(s):

Interface of strategy and manufacturing. Topics include: capacity and facilities management, work force management, quality management, technology management, vertical integration, manufacturing infrastructure, manufacturing interface with other functions, and incorporating manufacturing in corporate strategy.

639. Product Development: Market to Concept. (3)

Prerequisite(s): Graduate standing as a student in business administration, mechanical engineering, or manufacturing, or instructor's consent.

Strategies, processes, tools, and methods in product development, focusing on initial stages of market and competitive assessment to concept development.

640. Leadership 2: Strategies for Leading and Managing Organizations. (1.5)

Prerequisite(s):

Understanding and building individual leadership skills required for a global business environment.

641. The Consultative Process. (3)

Prerequisite(s):

Consulting skills and practice: philosophy, interventions, tools, and theories. Consulting project required.

644. Identity and Diversity in Organizations. (1.5)

Prerequisite(s):

Dynamics of identity and diversity in organizations considered from three perspectives: interpersonal, intergroup, and institutional. Helping managers work more effectively with these employee populations.

645. International Human Resources. (3)

Prerequisite(s):

Understanding national, organizational, and ethnic cultures and cultural frameworks used for business. Cross-country analysis; international human resource issues and working abroad.

647. Knowledge Management. (3)

Prerequisite(s):

Processes of social and organizational learning at the individual, group, and organizational levels. Processes and practices by which knowledge is acquired, shared, and applied.

650. Research Methods in Marketing. (3)

Prerequisite(s): M B A 550.

Integrating problem formation, research design, questionnaire construction, sampling, data collection, and data analysis to yield decision-making information. Examining the proper use of statistical applications and qualitative methods emphasizing results interpretation.

651. Marketing Field Study. (3)

Prerequisite(s): Concurrent enrollment in M B A 650.

Completing and analyzing a marketing project in cooperation with corporate clients. Responsibilities include problem definition, project management, report development, and presentations.

654. Sales Management. (3)

Prerequisite(s):

Personal selling and sales management, including strategic role of personal selling; business to business selling; organizing, directing, and compensating the sales force; and evaluating sales performance.

655. Consumer Behavior. (3)

Prerequisite(s):

Improving managerial decisions by gaining an in-depth understanding of consumers. Topics include transproduct consumer needs, perception, information processing, persuasion, decision-making, and post-consumption evaluation.

657. Brand Management. (3)

Prerequisite(s):

Developing and managing consumer and international products: product selection, line planning, brand management, packaging, market testing, government regulations, market launch, and competitive strategy.

658. International Marketing. (3)

Prerequisite(s):

Institutions and techniques related to marketing goods and services in other countries: international dimensions of product, price, distribution channels, and promotion as they are adjusted to meet social, cultural, and political environments found in other countries.

659. Business-to-Business Marketing. (3)

Prerequisite(s):

Examining the scope and challenges of business-to-business markets, including building and managing customer relationships and services, customer selection, B2B distribution channels, managing R&D and technical product development, new-product launch, positioning, and pricing.

660. Advanced Brand Strategy. (3)

Prerequisite(s):

Strategic market analysis and development and implementation of a strategic marketing plan for a new product, new business, or an ongoing operation.

661. Global Business Negotiations. (3)

Prerequisite(s):

Concepts/practices of effective negotiation in the global marketplace. Experiential learning techniques: case studies, role plays, simulations, and videos to develop skills. Cross-cultural international factors that affect negotiation.

664. Venture Capital/Private Equity Fundamentals. (3)

Prerequisite(s):

Academic and applied experience opportunities focusing on venture capital and private equity industries, capital acquisition, due diligence, management, governance issues, and best-practice decision making.

665A. Advanced Venture Capital/Private Equity Strategies, Part 1. (1.5)

Prerequisite(s): M B A 664 and application to program.

Applied experience in venture capital and private equity, conducting due diligence on clients, industry, competition; observing and participating in deal structure; tracking progress of funded client companies.

665B. Advanced Venture Capital/Private Equity Strategies, Part 2. (1.5)

Prerequisite(s): M B A 664 and application to program.

Applied experience in venture capital and private equity, conducting due diligence on clients, industry, competition; observing and participating in deal structure; tracking progress of funded client companies.

669. Entrepreneurial Strategy. (3)

Prerequisite(s):

Developing and applying strategies in emerging businesses, focusing on strategic business models, capital acquisition, and competitive differentiation in new businesses, especially e-businesses. Students consult directly with businesses.

670. Innovation and Entrepreneurship. (3)

Prerequisite(s):

Creating and capturing value through individual and organizational innovation; strategies to increase the flow of innovation and the probability of success.

672. Entrepreneurial Marketing. (3)

Prerequisite(s):

Strategies for start-up companies. Topics include marketing to investors, internal marketing, and marketing products/services without a marketing budget.

673. Creating New Ventures. (3)

Prerequisite(s): M B A core.

Creating and operating new ventures through the funding stage. Drawing heavily upon post-undergraduate professional experience, students will build a business plan through analyzing ideas, customers, markets, and potential financial performance.

674. Managing New Ventures. (3)

Prerequisite(s): M B A core.

Drawing heavily upon the post-undergraduate professional experience, students will operate and grow high-tech or growth businesses after creating a new venture and securing funding.

681. Strategy Implementation. (1.5)

Prerequisite(s):

Creating alignment among organizational elements of the firm; managing strategic change; and the role of personal and business values in strategy.

683. Creative Strategic Thinking. (3)

Prerequisite(s):

Understanding conditions under which creative ideas/strategies emerge; building skills for creative strategic thinking; generating valuable ideas for companies.

685. Strategic Decision Making. (1.5)

Prerequisite(s):

Economic, philosophic (logical), psychological, political, and history-based models of decision making and judgment; improving students' decision making processes.

686. Real Estate Analysis: Finance and Investment. (3)

Prerequisite(s):

Applying principles and techniques of property investments, including determining value, financing arrangements, and marketing and management problems.

687. Strategic Simulation. (1.5)

Prerequisite(s):

Participating as teams in an online strategy experience and practicing skills in strategy formulation, group decision making, and strategy execution

688. Corporate Social Innovation. (1.5)

Prerequisite(s):

Examining and applying models of social innovation unique to corporations: direct investment, partnerships with governments and/or NGOs, direct- or foundation-based philanthropy, and industry- or sector-level interventions, in both domestic and international contexts.

690R. Management Field Study. (1-3)

Prerequisite(s):

Experiment working with faculty and management in assisting businesses with specific projects.

691. Real Estate Development. (3)

Prerequisite(s): M B A 520.

Applying financial and real estate principles to practical property investments. Insights into the real estate profession, emphasizing development.

692. Creating and Managing Social Ventures. (3)

Prerequisite(s):

Issues facing social ventures and founding social entrepreneurs; understanding complex systems of for-profit, nonprofit, domestic, and international development organizations incorporating managerial theory, practice, skills into social venture business plans.

693R. Readings and Conference. (0.5-3)

Prerequisite(s):

Subject to be arranged with instructor.

694R. Social Innovation Projects. (1-3)

Prerequisite(s):

Direct, practical on-campus and off-campus experience consulting with established and recognized social innovators and their social ventures.

FACULTY

Adolphson, Donald L., *Professor*, PhD, University of Wisconsin, Madison, 1973. Business Strategy

Agle, Bradley R., *Professor*, PhD, University of Washington, 1993. Ethics, Stake Holder Theory, Leadership

Baker, William H., *Professor*, EdD, Oklahoma State University, 1974. Communication

Barney, Keith, *Assistant Professor*, PhD, University of Utah, 2010. Therapeutic Recreation

Billeter, Darron, *Assistant Professor*, PhD, Carnegie Mellon University, 2008. Marketing Consumer Behavior

Bingham, John, *Associate Professor*, PhD, Texas A & M University, 2005.

Bone, Sterling, *Assistant Professor*, PhD, Oklahoma State University, 2006. Marketing

Bryce, David J., *Associate Professor*, PhD, University of Pennsylvania, 2003. Economics of Strategy: Corporate Strategy: Industrial Organization

Cherrington, David, *Professor*, PhD, Indiana University-Bloomington, 1970.

Christensen, Glenn, *Associate Professor*, PhD, Pennsylvania State University, 2002.

Christensen, Theodore E., *Professor*, PhD, University of Georgia, 1995. Financial: Capital Markets: Taxation

Cottrell, David M., *Associate Teaching Professor*, PhD, Ohio State University, 1992. Managerial: Audit: Financial Accounting: Fraud: Auditing

Crawford, Robert, *Associate Professor*, PhD, Carnegie Mellon University, 1975. Economics and Finance

Dean, Douglas L., *Associate Professor*, PhD, University of Arizona, 1995. Information Systems

DeRosia, Eric D., *Assistant Professor*, PhD, University of Michigan, 2003. Marketing

DeTienne, Kristen B., *Professor*, PhD, University of Southern California, 1991. Organizational Communication

Dyer, Jeffrey H., *Professor*, PhD, University of California, Los Angeles, 1993. Organizational Leadership and Strategy

Dyer, W. Gibb, *Professor*, PhD, Massachusetts Institute of Technology, 1984. Organizational Culture: Entrepreneurship: Management of Family-Owned Firms

Felin, Teppo, *Associate Professor*, PhD, University of Utah, 2005. Organization Theory: Organizational Learning

Foster, Tom, *Professor*, PhD, University of Missouri-Columbia, 1993. Supply Chain Management

Furr, Nathan, *Assistant Professor*, PhD, Stanford University, 2009. Organizational Leadership and Strategy

Godfrey, Paul C., *Professor*, PhD, University of Washington, 1994. Strategic Management: Organization Theory

Hansen, Mark H., *Assistant Professor*, PhD, Texas A&M University, 1996. Strategic Alliances: Trust and Cooperation: Strategy and Entrepreneurship Issues

Hatch, Nile W., *Associate Professor*, PhD, University of California, Berkeley, 1995. Technology Strategy: Investment and Entry Timing: Learning by Doing

Heaton, Hal B., *Professor*, PhD, Stanford University, 1983. Finance

Hendron, Mike, *Assistant Professor*, PhD, University of Texas at Austin, 2008. Strategic Decision-Making Processes

Hill, Ned C., *Professor*, PhD, Cornell University, 1976. Finance

Holmes, Andrew, *Associate Professor*, PhD, University of Houston, 1992. Finance

Huff, Steven, *Assistant Professor*, PhD, University of California, Berkeley, 2008. Marketing

Jackson, W. Burke, *Associate Professor*, PhD, Stanford University,

1978. Manufacturing Strategy: Production and Operation Management: Business Strategy and Business Policy

LeBaron, Curtis D., *Associate Professor*, PhD, University of Texas, Austin, 1998. Organizational Communication

Liljenquist, Katie L., *Assistant Professor*, PhD, Northwestern University, 2007. Management and Organizations

Madsen, Peter, *Assistant Professor*, PhD, University of California, Berkeley, 2006. Organizational Leadership and Strategy

McQueen, Grant R., *Professor*, PhD, University of Washington, 1989. Finance

Merrill, Craig, *Professor*, PhD, University of Pennsylvania, 1994. Finance: Insurance

Mitton, Todd, *Professor*, PhD, Massachusetts Institute of Technology, 2000. Finance

Money, R. Bruce, *Professor*, PhD, University of California, Irvine, 1995. Marketing: International

Nelson, Ray D., *Associate Professor*, PhD, University of California, Berkeley, 1975. Managerial Economics

Perry, Lee T., *Professor*, PhD, Yale University, 1982. Strategies in Declining Organizations: Behavioral Implications of Mergers and Acquisitions: Radical Product Innovation

Pinegar, J. Michael, *Professor*, PhD, University of Utah, 1982. Finance

Prawitt, Douglas F., *Professor*, PhD, University of Arizona, 1993. Accountancy and Information Systems

Radebaugh, Lee H., *Professor*, DBA, Indiana University, Bloomington, 1973. International: Accounting

CHEMICAL ENGINEERING

Rhoads, Gary K., *Professor*, PhD,
Texas Tech University, 1988.
Marketing

Sampson, Scott E., *Professor*, PhD,
University of Virginia, 1993. Op-
erations

Schonlau, Rob, *Assistant Professor*,
PhD, University of Washington,
2010. Finance

Sillito-Walker, Sheli, *Assistant
Professor*, PhD, University of Utah,
2009. Organizational Leadership
and Strategy

Slade, Barrett A., *Professor*, PhD,
University of Georgia, 1997. Real
Estate Indexes

Stice, Earl Kay, *Professor*, PhD,
Cornell University, 1988. Financial
Accounting

Stice, James D., *Professor*, PhD,
University of Washington, 1988.
Financial Accounting

Stocks, Kevin D., *Professor*, PhD,
Oklahoma State University, 1981.
Managerial: Information Systems

Stone, Bernell, *Professor*, PhD, Mas-
sachusetts Institute of Technology,
1968. Finance

Sudweeks, Bryan L., *Associate
Teaching Professor*, PhD, George
Washington University, 1987. In-
ternational Finance: Investments:
Merging Markets

Swenson, Michael J., *Professor*,
PhD, University of Oregon, 1980.
Marketing

Thompson, Jeffry A., *Associate Profes-
sor*, PhD, University of Minnesota,
1999. Public Management

Thompson, Michael P., *Associate Pro-
fessor*, PhD, Rensselaer Polytechnic
Institute, 1985. Communication:
Organizational Theory

Thorley, Steven R., *Professor*, PhD,
University of Washington, 1991.
Finance

Vorkink, Keith, *Professor*, PhD, Uni-
versity of Rochester, 1999. Finance

Wallin, Cindy, *Assistant Professor*,
PhD, Arizona State University,
2006. Supply Chain

Whetten, David A., *Professor*, PhD,
Cornell University, 1974. Organi-
zational Theory: Organizational
Identity

Whitlark, David B., *Professor*, PhD,
University of Virginia, 1990.
Marketing

Wilson, Brent, *Professor*, PhD, Har-
vard University, 1979. Finance

Woodworth, Warner P., *Professor*,
PhD, University of Michigan,
1974. International Development:
Social Entrepreneurships: Organi-
zational Ethics

Worsham, Ronald G., *Associate Pro-
fessor*, PhD, University of Florida,
1994. Tax

CHEMICAL ENGINEERING

Chair: Lewis, Randy S.

Graduate Coordinator: Pitt, William
G.

350 CB

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THE PROGRAMS OF STUDY

The Department of Chemical Engineering at BYU has been offering graduate degrees since 1960 and has become a center of cutting-edge research and teaching. External funding for departmental research is over \$2 million per year, with approximately 14 faculty members and 40 graduate students working to solve technical, scientific, and engineering problems to meet global and societal needs. Faculty and students share their innovations and research in leading scientific publications, attend international research conferences, and collaborate with other researchers across the world. As discussed below, the department is home to a number of specialized research centers where multiple faculty members and students collaborate on long-term projects with lasting impact. The department is known for strong research programs in sustainable energy, catalysis, thermodynamics, molecular modeling, electrochemical engineering, and bioengineering.

The Department of Chemical Engineering offers two degrees: Chemical Engineering—MS and Chemical Engineering—PhD. The department also offers an integrated master's program. The typical length of study for students who begin with a BS degree in chemical engineering is two years for the MS degree and four and a half years for the PhD degree.

Chemical Engineering—MS

An MS in chemical engineering prepares the student for a wide variety of employment experiences in industry ranging from plant opera-

tion to plant design. Employment opportunities in research may also be available to qualified MS graduates. Typically starting salaries are slightly higher than those for BS graduates. The MS degree is designed to give the student a solid foundation in chemical engineering principles and a strong research experience. For students desiring design experience rather than research experience, the MS degree with design emphasis is available. See the Chemical Engineering Graduate Student Handbook for details.

Requirements for Degree.

- Credit hours: minimum 30 hours including 6 thesis hours (Ch En 699R). No more than 9 hours of 300–499 level course work will apply toward the master's degree. All courses taken to satisfy degree requirements must be approved by the student's advisory committee.
- Required courses: Ch En 531, 533, 535, 601, 691R (every semester) and electives (12 or more hours). For requirements of special programs, see the Chemical Engineering Graduate Student Handbook.
- Non-Ch En background: students without a previous chemical engineering degree are required to complete the following undergraduate courses in addition to the above requirements: Ch En 273, 373, 374, 376, 386; Math 302, 303; Chem 351. In addition, students without adequate exposure to the topics in Ch En 451, 476, and 477 are required to complete 2 hours of Ch En 493R during Spring Term to address these topics. Specific classes in this list may be waived by the department based on the student's prior coursework. This requirement is based on two principles: (1) each student should have a sufficient foundational preparation in the chemical engineering discipline prior to taking the graduate core classes (Ch En 533, 535, and 531), and (2) each graduating student should be competent in a basic set of undergraduate chemical engineering skills as part of their preparation for professional

practice.

- English proficiency: international students whose English language skills are judged by the department to be inadequate for completion of the degree may be required to take one or two ESL courses as specified in the admission letter.
- Residency requirement: residency is required for the major part of the work toward the master of science thesis. This work must be completed under the specific direction of a graduate faculty member while the student is in residence at BYU (at least two consecutive full-time semesters). "In residence" is defined as (1) being registered for credit as a graduate student and (2) living and conducting research in the general vicinity of the university, where the student has ready access to research facilities and consultation with the faculty. Further, all work applying toward any master's project or thesis must be completely open for university review and publication. Any exceptions to the above must be supported by written approval from the department and college and obtained in advance of any work being performed.
- Prospectus: each student must submit and obtain approval for a written prospectus on his or her proposed thesis topic.
- Periodic reviews: The department evaluates each student's progress twice a year. Continuance as a candidate requires satisfactory ratings in these reviews.
- Examinations: a comprehensive qualifying examination on graduate engineering skills must be taken and passed as described in the Chemical Engineering Graduate Student Handbook. The examination is offered once a year.
- Thesis: a written thesis on a significant engineering problem must be completed and defended orally to the satisfaction of the department.
- Cumulative GPA: 3.0 or above in

all MS degree classes.

Chemical Engineering—PhD

A PhD in chemical engineering indicates that the graduate is capable of and qualified to conduct independent and original research in the chemical industries and other related fields. Employees with PhD degrees are in high demand by industry, with starting salaries that are considerably higher than for BS or MS graduates. Also, a PhD degree is generally required to pursue an academic career. The doctoral program is designed to prepare the student for a lifetime of intellectual inquiry and research and is therefore more rigorous and demanding than the MS program. Students who are dedicated, diligent, and thoughtful and who can work independently are most suited for a PhD in chemical engineering at BYU.

Requirements for Degree.

- Credit hours: minimum 54 semester hours, at least 36 of which must be course work beyond the baccalaureate degree, plus 18 hours of dissertation (Ch En 799R). All courses taken to satisfy degree requirements must be approved by the student's advisory committee. *Candidates without a master's degree:* 36 hours. There must be at least 6 hours of the 36 in advanced mathematics, statistics, or computer science and a minimum 18 hours of dissertation (Ch En 799R). At least 3 hours of the 36 must be in 600- or 700-level lecture courses beyond the required Ch En 601 course. *Candidates with a master's degree:* with committee approval, up to 20 hours of previous graduate work, may apply toward the doctorate, but at least 36 hours must be taken at BYU (including 18 dissertation hours). Courses taken in the master's program may apply toward the required 6 hours of advanced mathematics, statistics, or computer science.
- Required courses: Ch En 531, 533, 535, 601, 791R (every semester), 6 hours of advanced mathematics, statistics, or computer science (or

engineering courses that cover equivalent content), and 17 hours of elective courses.

- **Foundation areas:** a 3-hour course in each of the following three areas must be completed if this has not been done previously while a BS or MS student: partial differential equations, numerical analysis, and statistics. Graduate-level courses taken to fulfill this requirement also count as part of the above 36-hour overall requirement and 6-hour math-related requirement.
- **Undergraduate hours:** up to 6 hours of 300- and 400-level interdisciplinary courses from an approved list may be applied toward the 36 hours of course work for interdisciplinary research areas, such as biomedicine and statistical mechanics. These approved courses appear in the Chemical Engineering Graduate Handbook.
- **Non-Ch En background:** students without a previous chemical engineering degree are required to complete the following undergraduate courses in addition to the above requirements: Ch En 273, 373, 374, 376, 386; Math 302, 303; Chem 351. In addition, students without adequate exposure to the topics in Ch En 451, 476, and 477 are required to complete 2 hours of Ch En 493R during Spring Term to address these topics. Specific classes in this list may be waived by the department based on the student's prior coursework. This requirement is based on two principles: (1) Each student should have a sufficient foundational preparation in the chemical engineering discipline prior to taking the graduate core classes (Ch En 533, 535, and 531), and (2) each graduating student should be competent in a basic set of undergraduate chemical engineering skills as part of their preparation for professional practice.
- **English proficiency:** international students whose English language skills are judged by the department to be inadequate for completion of the degree may be required to take

one or two ESL courses as specified in the admission letter.

- **Residency requirement:** residency is required for the major part of the work toward the doctoral dissertation. This work must be completed under the specific direction of a graduate faculty member while the student is in residence at BYU (at least two consecutive full-time semesters). "In residence" is defined as (1) being registered for credit as a graduate student and (2) living and conducting research in the general vicinity of the university, where the student has ready access to research facilities and consultation with the faculty. Further, all work applying toward any doctoral dissertation must be completely open for university review and publication. Any exceptions to the above must be supported by written approval from the department and college and obtained in advance of any work being performed.
- **Prospectus:** each student must write, defend orally, and obtain approval for a prospectus on his or her proposed dissertation topic.
- **Periodic reviews:** The department evaluates each student's progress twice a year. Continuance as a candidate requires satisfactory ratings in these reviews.
- **Examinations:** a comprehensive qualifying examination on graduate engineering skills must be taken and passed at a high level as described in the Chemical Engineering Graduate Student Handbook. The examination is offered once a year.
- **Dissertation:** a written dissertation on a significant scientific or engineering problem must be completed and defended orally to the satisfaction of the department.
- **Cumulative GPA:** 3.0 or above in all PhD degree classes.

Chemical Engineering—

Integrated — BS/MS

Students who desire to obtain a master's degree in engineering, and who have been accepted to the department professional program, may apply to enter the integrated master's program at the end of the sophomore year or during the junior year of the engineering curriculum. The purpose of the program is to afford greater flexibility in scheduling course work than is normally available through a traditional BS degree followed by an MS degree program. Please note that under the traditional BS degree program, up to 10 credits of graduate courses may be applied toward a subsequent BYU graduate degree, as long as those credits were not used to satisfy BS degree requirements. Most students intending to earn both a BS and MS in our program are better served by use of this 10-credit policy than by admission to the formal integrated BS/MS program.

In the integrated program the BS degree may be received before or simultaneously with the MS degree (normally five years from freshman matriculation). Specific requirements are the same as those listed for the chemical engineering MS but include the following:

- **Maintenance requirements:** cumulative 3.0 GPA or above in upper-division and graduate chemical engineering courses and satisfactory performance evaluation by the research advisor.
- **Degree requirements:** same as MS degree including a cumulative 3.0 GPA or above in all master's degree courses and, during first semester of registration as a graduate student, submission of a final study list that specifies all technical elective courses.

FINANCIAL ASSISTANCE

For all graduate degree programs, support is available from the department and the university in the form of teaching assistantships and competitive fellowships, and from faculty members in the form of research

assistantships. Nearly every graduate student receives financial support.

RESOURCES AND OPPORTUNITIES

All the faculty members actively participate in research endeavors, and a number have gained international recognition for their work.

Some of the major facilities in the Department of Chemical Engineering are:

The Advanced Combustion Engineering Research Center (ACERC) is internationally recognized as a leading center for interdisciplinary energy research. Initially founded by the National Science Foundation (NSF) as an engineering research center, ACERC now represents a collaborative effort of faculty with similar research interests and funding from both industrial and government sources. Students and faculty associated with the center pursue experimentation, analysis, computer modeling, and design of combustion systems.

DIPPR Thermophysical Properties Laboratory. Development and management of the DIPPR 801 thermophysical property database is the major pursuit of the DIPPR laboratory. This database, perhaps the best in the world of its kind, is sponsored by the Design Institute for Physical Property Data (DIPPR) of the American Institute of Chemical Engineers (AIChE). Research activities consist of collecting and evaluating literature data on pure component properties and developing correlation and prediction techniques. Experimental projects also compose a significant emphasis of the laboratory.

Catalysis Laboratory. The lab has a thirty-two-year history of productive research in heterogeneous catalysis. Highly interdisciplinary in nature, this research applies principles of kinetics, chemistry, materials science, surface science, and chemical engineering to the understanding of catalyst properties and catalytic

reactions.

COURSE DESCRIPTIONS

CH EN

518. Biomedical Engineering Principles. (3)

Prerequisite(s): Ch En 374, 376; or equivalents.

Application of chemical engineering principles to model physiologic systems and to solve medical problems.

519. Biochemical Engineering. (3)

Prerequisite(s): Ch En 386 or concurrent enrollment; Ch En 374.

Applying chemical engineering principles to biochemical systems.

528. Industrial Catalytic Processes. (2)

Prerequisite(s): Chem 106 or 111; 351; Ch En 378, 478; or equivalents.

Fundamentals of catalytic chemistry and materials; applications to important industrial catalytic processes. Includes catalyst materials and preparation, catalyst characterization, fixed-bed reactor design, and catalyst deactivation.

531. Thermodynamics of Multicomponent Systems. (3)

Prerequisite(s): Ch En 373 or Chem 461 or equivalent.

Fundamental concepts and applications in first and second laws, equilibrium and stability, phase equilibrium, and homogeneous and heterogeneous chemical equilibrium.

533. Transport Phenomena. (3)

Prerequisite(s): ChEn 476 or concurrent enrollment.

Transport mechanisms and coefficients and fundamental field equations for momentum, heat, and mass transport, with application to system design.

535. Kinetics and Catalysis. (3)

Prerequisite(s): Ch En 478 or equivalent.

Theories and principles of chemical kinetics, including heterogeneous catalysis and reactor design.

541. Computer Design Methods. (3)
Prerequisite(s): Math 303, Ch En 376; or equivalents.

Computer-aided design and numerical methods of chemical engineering processes.

578. Polymer Science and Engineering. (3)

Prerequisite(s): Ch En 378 or equivalent.

Foundation science and theory of polymer chemistry and physics and their implications in engineering applications. Topics include polymerization chemistry, structure-property relationships, polymer physics, and transport properties.

593R. Special Topics - Intermediate. (1-3)

Prerequisite(s): Instructor's consent.

Special topics for advanced undergraduate students and for graduate students.

601. Directed Graduate Studies. (2)

Prerequisite(s): ChEn 531, 533, 535.

Guided preparation for department's comprehensive exams and for formulation of research prospectus.

610. Principles of Reservoir Engineering. (3)

Prerequisite(s): Ch En 373 or equivalent.

Reservoir and hydrocarbon classification; fluid flow; primary oil and gas recovery mechanisms; enhanced oil recovery.

631. Applied Statistical Mechanics. (3)

Prerequisite(s): Chem 461; ChEn 531 or equivalent.

Fundamentals of statistical mechanics and their application to calculating thermodynamic and transport properties of fluids and fluid mixtures.

633. Combustion Processes. (3)

Prerequisite(s): ChEn 533 or equivalent.

Fundamentals of transport processes in reacting flow systems with specific applications of various combustion processes.

CHEMICAL ENGINEERING

634. Advanced Mass Transfer. (3)
Prerequisite(s): ChEn 531, 533.

Fundamental mass transfer for multicomponent and flow systems. Includes influence of species activities and temperature gradients.

641. Combustion Modeling. (3)
Prerequisite(s): ChEn 633; Math 311 or ChEn 541.

Theory of combustion systems and quantitative procedures for computing performance of combustion chambers. Applications include turbulent combustion of gases, sprays, and particulates.

674. Advanced Thermodynamics. (2)
Prerequisite(s): ChEn 531 or equivalent.

Advanced topics of thermodynamics, including electrolytes, phase equilibrium modeling, nonequilibrium thermodynamics, and calorimetry.

685. Chemical Engineering for Chemistry Students. (6)
Prerequisite(s):

Intensive treatment of fundamentals of material and energy balances, fluid flow, and heat and mass transfer, with application to design and analysis of engineering systems.

691R. Seminar for Master's Students. (0.5)

Prerequisite(s):

Technical presentations by graduate students, faculty members, and guests.

693R. Special Topics--Graduates. (0.5-6)

Prerequisite(s):

698R. Master's Project. (0.5-6)

Prerequisite(s):

699R. Master's Thesis. (0.5-9)

Prerequisite(s):

733. Coal Combustion. (3)

Prerequisite(s): instructor's consent.

Fundamentals of coal combustion and gasification processes, including particle mechanics, devolatilization, heterogeneous oxidation, radiative heat transfer, and combustion of coal in practical flames.

791R. Seminar for Doctoral Students. (0.5)

Prerequisite(s):

793R. Selected Topics in Chemical Engineering. (0.5-3)

Prerequisite(s):

Topics vary according to student-faculty interests.

799R. Doctoral Dissertation. (0.5-9)

Prerequisite(s):

FACULTY

Argyle, Morris D., *Associate Professor*, PhD, University of California, Berkeley, 2003. Catalysis

Baxter, Larry L., *Professor*, PhD, Brigham Young University, 1989. Sustainable Energy

Bundy, Bradley C., *Assistant Professor*, PhD, Stanford University, 2009. Bioengineering

Fletcher, Thomas H., *Professor*, PhD, Brigham Young University, 1983. Coal Combustion: Gasification: Gas Turbine Combustion

Harb, John N., *Professor*, PhD, University of Illinois, 1988. Electrochemical Engineering

Hecker, William C., *Associate Professor*, PhD, University of California, Berkeley, 1982. Catalysis: Chemical Kinetics

Hedengren, John D., *Assistant Professor*, PhD, University of Texas, Austin, 2005. Process Control and Optimization

Knotts, Thomas A., *Assistant Professor*, PhD, University of Wisconsin, Madison, 2006. Molecular Modeling

Lewis, Randy S., *Professor*, PhD, Massachusetts Institute of Technology, 1995. Bioengineering

Lignell, David O., *Assistant Professor*, PhD, University of Utah, 2008. Reacting Flow Simulation

Pitt, William G., *Professor*, PhD, University of Wisconsin, Madison, 1987. Ultrasonic Delivery of Pharmaceuticals: Biomedical Polymers

Solen, Kenneth A., *Professor*, PhD, University of Wisconsin, Madison, 1974. Blood-Material Interactions: Blood Filtration

Wheeler, Dean R., *Associate Professor*, PhD, University of California, Berkeley, 2002. Electrochemical Engineering: Molecular Modeling

Wilding, W. Vincent, *Professor*, PhD, Rice University, 1985. Applied Thermodynamics

CHEMISTRY AND BIOCHEMISTRY

Chair: Burton, Gregory F.

Graduate Coordinator: Farnsworth, Paul B.

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Web site: <http://www.chem.byu.edu>

THE PROGRAMS OF STUDY

Chemistry and biochemistry are fundamental to our understanding of the physical and biological world. The principles and applications of chemistry and biochemistry are diverse, interesting, and challenging. The graduate programs in the Department of Chemistry and Biochemistry are designed to develop well-educated scientists who can contribute in diverse circumstances where chemical/biochemical knowledge and skills are needed.

Thirty-three faculty are the foundation of our excellent graduate program. The department occupies the 190,000-square-foot Benson Science Building, which provides comfortable, modern laboratories. Extensive instrumentation is available and constantly being replaced or upgraded to support cutting-edge research.

Approximately 100 graduate students provide an essential and dynamic atmosphere for research progress and stimulating discussion. Our post-doctoral students and visiting scientists add depth and diversity to the intellectual atmosphere. Moreover a strong population of undergraduate research assistants also brings significant strength and enthusiasm to research projects.

Additional information about faculty members and their research interests is available on the department website: <http://www.chem.byu.edu/>

The Department of Chemistry and Biochemistry offers four degrees: Chemistry—MS, Biochemistry—MS, Chemistry—PhD, and Biochemis-

try—PhD.

Areas of emphasis include: Analytical Chemistry, Biochemistry, (Molecular Biology), Inorganic/ Materials Chemistry, Organic and Biomolecular Chemistry, and Physical Chemistry.

The majority of our graduate students are in the PhD program, and they complete their work in approximately five years. MS program students complete their work in about two and a half years.

Chemistry—MS

The chemistry MS degree provides specialized study and research on an advanced level. It includes about one year of course work beyond the bachelor's degree and the development of a significant research project presented in a thesis. The MS student will select one of the four chemistry areas of emphasis, but there is sufficient flexibility in course and committee selection that a program of study can acquire a significant interdisciplinary character. The added preparation in theory and practice allows the chemical scientist to assume responsibility and supervision beyond that normally given with bachelor's level study. The MS degree is adequate preparation for some junior college teaching positions. The master's degree is generally not necessary as a preparatory step for the PhD degree.

Requirements for Degree.

- Credit hours (30): 24 hours of course work and research plus 6 thesis hours (Chem 699R).
- Required courses: Chem 594R (every semester in residence), 601, 694, and other courses as required by the area of emphasis and as specified by committee.
- Semi-annual progress review and/or examination.
- Thesis.
- Final oral examination consisting of two parts: (A) public presentation of original research described in thesis; (B) comprehensive exami-

nation on course work, research, and thesis.

Biochemistry—MS

The biochemistry MS degree provides specialized study on an advanced level. The degree includes about one year of course work beyond the BS degree and a thesis based upon a significant research project. The research will be in areas of biochemical emphasis, such as molecular biology, RNA evolution, signal transduction, or protein structure and function. The added preparation in theory and practice allows the MS biochemist to assume responsibility and supervision beyond that normally given a BS or BA biochemist. The MS degree is adequate preparation for some junior college teaching positions. It is generally not a prerequisite for a PhD degree program.

Requirements for Degree.

- Credit hours (30): 24 hours of course work and research plus 6 thesis hours (Chem 699R).
- Required courses: Chem 581, 583, 584, 586, 594R (every semester in residence), 601, 694, and other courses as specified by committee.
- Successful participation in one year of biochemistry journal club series.
- Semi-annual progress review and/or examination.
- Thesis.
- Final oral examination consisting of two parts: (A) public presentation of original research described in thesis; (B) comprehensive examination on course work, research, and thesis.

Chemistry—PhD

The chemistry PhD degree prepares a scientist to contribute on the creative front of chemical science. The PhD student will select one of the four chemistry areas of emphasis, but there is sufficient flexibility in course and committee selection that a program of study can acquire a signifi-

cant interdisciplinary character. Some courses on advanced topics related to the student's professional goals will be taken, but the PhD degree is primarily a research experience that is to be reported in a dissertation and in the scientific literature. The PhD chemist is prepared for a wide range of career choices and will be expected to act with considerable independence and enjoy major responsibilities. A new PhD chemist may seek employment in industry, government agencies, or the university or college setting.

Requirements for Degree.

- Credit hours (54): 36 hours of course work and research plus 18 dissertation hours (Chem 699R). (With departmental approval, some credit from an MS degree may be applied toward this requirement.)
- Required courses: Chem 594R (every semester in residence), 601, and other courses as required by the area of emphasis and as specified by committee.
- Annual progress review and/or examination.
- Comprehensive qualifying exam: written and/or oral.
- Dissertation.
- Final oral examination consisting of two parts: (A) public presentation of original research described in dissertation; (B) comprehensive examination on course work, research and dissertation.

Biochemistry—PhD

The biochemistry PhD degree prepares a scientist to perform and to supervise creative research in biochemistry and molecular biology. The PhD degree requires some course work, but the emphasis is primarily on original, creative research leading to a dissertation and to publications in scientific journals. The PhD biochemist is prepared for a wide range of career opportunities that involve independent thinking and supervisory

responsibilities in industry, government, or academia.

Requirements for Degree.

- Credit hours (54): 36 hours of course work and research plus 18 dissertation hours (Chem 699R). (With departmental approval, some credit from an MS degree may be applied toward this requirement.)
- Required courses: Chem 581, 583, 584, 586, 594R (every semester in residence), 601, 689R, 694, and other courses as specified by committee.
- Semi-annual progress review, examinations, and presentations.
- Dissertation.
- Final oral examination consisting of two parts: (A) public presentation of original research described in dissertation; (B) comprehensive examination on course work, research and dissertation.

FINANCIAL ASSISTANCE

All eligible students in the department's graduate program who request financial aid are granted tuition for all required graduate courses and a graduate assistantship. These awards are granted on a continuing basis as long as satisfactory progress is being made toward the degree. This financial assistance allows students to be involved full-time in their graduate program, which will include research and course work and may also include teaching and laboratory assistant assignments.

Other types of financial aid such as internships, scholarships, and student loans may also be available to students who qualify. More information may be obtained from the department office and from the Financial Aid Office.

The department relies on its graduate students to fill many assignments in laboratory and recitation instruction. Unless excused by the faculty, a graduate student would typically be

a teaching assistant for at least two semesters for twenty hours a week during residency toward the degree.

RESOURCES AND OPPORTUNITIES

Cancer Research Center. The objective of the BYU Cancer Research Center is to make significant scientific contributions toward understanding and control of cancer. Intense investigations of oncogenes and their relation to the development of cancer represents a major activity within the center. Faculty and students from the Department of Chemistry and Biochemistry and from the College of Life Sciences contribute their expertise.

Detailed information about the department, our facilities, and programs is available on the department's Web site at www.chem.byu.edu. We encourage you to explore the site and to contact the department office for answers to any questions that you may have (see the address information below).

COURSE DESCRIPTIONS

CHEM

500. (Chem-C S-Geol-Math-MthEd-Phscs-Stat) Business Career Essentials in Science and Math. (1.5)

Prerequisite(s):

Introduction for science, math, and statistics majors to careers in industry. Project planning, oral and written business presentations, business accounting, and technology readiness.

514. Inorganic Chemistry. (3)

Prerequisite(s): Chem 462 or 468.

In-depth treatment of theoretical concepts in inorganic chemistry and solid state, organometallic, and bioinorganic chemistry.

518. Advanced Inorganic Laboratory. (2)

Prerequisite(s): Chem 201 or 601 or concurrent enrollment; Chem 514.

Synthesis, characterization, and properties of materials; coordination and organometallic compounds.

521. Instrumental Analysis Lecture. (2)

Prerequisite(s): Chem 462 or 467 or 468; Phscs 220.

Modern instrumental methods and basic principles of instrumentation.

523. Instrumental Analysis Laboratory. (2)

Prerequisite(s): Chem 521; Chem 201 or 601 or concurrent enrollment.

Continuation of Chem 521. Laboratory experience with modern analytical instrumentation.

552. Advanced Organic Chemistry. (3)

Prerequisite(s): Chem 352M or 352; Chem 462 and 463 (or Chem 468).

Physical aspects of organic chemistry; mechanisms, reaction intermediates, bonding, stereochemical and stereoelectronic effects, molecular orbital theory, Lewis acidity and basicity.

553. Advanced Organic Chemistry. (3)

Prerequisite(s): Chem 352 or 352M or equivalent.

Synthetic aspects of organic chemistry; oxidations, reductions, concerted reactions, stereoselectivity, synthetic equivalents, protecting groups. Examples of natural product total synthesis.

555. Organic Spectroscopic Identification. (3)

Prerequisite(s): Chem 352M or 352.

Theory and practice of spectrometric methods of identifying organic compounds, including infrared, ultraviolet nuclear magnetic resonance, and mass spectrometries.

561. Chemical Thermodynamics. (3)

Prerequisite(s): Chem 462, 463; or equivalents.

Development of the principles of chemical thermodynamics, including laws, pure materials, mixtures, equilibria, and elementary statistical mechanics.

563. Reaction Kinetics. (3)

Prerequisite(s): Chem 462, 463; or equivalents.

Theoretical aspects of chemical kinetics in the gas phase and in solution. Rates and mechanisms in solution, rapid reactions, and other topics.

565. Introduction to Quantum Chemistry. (3)

Prerequisite(s): Chem 462, 463; or equivalents.

Introduction to physical and mathematical aspects of quantum theory, emphasizing application of the Schrodinger wave equation to chemical systems.

567. Statistical Mechanics. (3)

Prerequisite(s): Chem 462, 463.

Introduction to classical and quantum statistical mechanics, including Boltzmann, Fermi-Dirac, and Bose-Einstein statistics. Applications of statistical thermodynamics to gases, liquids, and solids.

569. Fundamentals of Spectroscopy. (3)

Prerequisite(s): Chem 462 or 468 or equivalent.

Atomic and molecular spectroscopy and application of group theoretical concepts. Types of experiments and interpretation of data.

581. Advanced Biochemical Methodology 1. (3)

Prerequisite(s): Chem 482 or equivalent.

Analytical and structural determination methods used in biochemical research, including mass spectrometry-based proteomics, immunotechniques, atomic force and electron microscopy, NMR and X-ray diffraction.

583. Advanced Biochemical Methodology 2. (3)

Prerequisite(s): Chem 482.

Maintenance and expression of genetic information, the role of nucleic acids in biology at the chemical and structural level, and methods to study and control nucleic acid function as a means of solving biological problems.

584. Biochemistry Laboratory/Proteins. (3)

Prerequisite(s): Chem 481M or 481; or equivalent.

Introduction to current biochemical research procedures including spectrophotometry, chromatography, electrophoresis, and immunological techniques. Protein over-expression; isolation and characterization methods. Enzyme kinetics and protein-ligand interactions. Introduction to bioinformatics.

586. Biochemistry Laboratory/Nucleic Acids. (3)

Prerequisite(s): Chem 482.

Laboratory course covering major techniques involved in isolation, amplification, and cloning of recombinant DNA as well as isolation, synthesis, translation, and identification of RNA.

594R. General Seminar. (0.5)

Prerequisite(s):

Research topics presented by faculty and visiting scientists.

596R. Special Topics in Chemistry. (0.5-3)

Prerequisite(s):

601. Safe Chemical Practices. (0.5)

Prerequisite(s):

University and department safety policies. Chemical hazards, fire safety, and biosafety, including laws.

619R. Advanced Topics in Inorganic Chemistry. (0.5-3)

Prerequisite(s): Chem 514 or equivalent.

The following topics are rotated: chemistry of the main group elements, chemistry of the transition elements.

629R. Advanced Topics in Analytical Chemistry. (0.5-3)

Prerequisite(s): Chem 521 or equivalent.

The following topics are rotated: Spectroscopy Methods of Analysis, Separation Methods of Analysis, and Mass Spectrometry.

CHEMISTRY AND BIOCHEMISTRY

655. Advanced Techniques in Nuclear Magnetic Resonance. (1)

Prerequisite(s): Chem 455 or 555 or equivalent.

Introduction to techniques such as DEPT, COSY, HETCOR, ROESY, INADEQUATE, HMQC, HSQC, and HMBC.

659R. Advanced Topics in Organic Chemistry. (0.5-3)

Prerequisite(s): Chem 552 or equivalent.

The following topics are rotated: natural products chemistry, organometallic chemistry.

669R. Advanced Topics in Physical Chemistry. (0.5-3)

Prerequisite(s): Chem 561 and/or 565 or equivalent.

The following topics are rotated: advanced chemical thermodynamics, quantum chemistry.

689R. Advanced Topics in Biochemistry. (0.5-3)

Prerequisite(s): Chem 583 or equivalent.

The following topics are rotated: cellular signal transduction, clinical chemistry, biochemical immunology, bioinorganic chemistry, genetic modeling of human disease, molecular biology of cancer, regulatory RNA, proteomics, and structural biochemistry.

694. Scientific Writing and Professional Ethics. (1)

Prerequisite(s): Chem 594R.

Professional standards. Manuscript preparation and attendance at seminars by faculty and visiting scientists.

697R. Graduate Research. (0.5-6)

Prerequisite(s): Chem 601 or concurrent enrollment.

699R. Graduate Thesis/Dissertation. (0.5-9)

Prerequisite(s):

719R. Selected Topics in Inorganic Chemistry. (0.5-3)

Prerequisite(s):

Subjects that may be offered: materials chemistry.

729R. Selected Topics in Analytical Chemistry. (0.5-3)

Prerequisite(s):

Subjects that may be offered are: atomic spectroscopy, laser spectroscopy, mass spectrometry, microfabrication/nanotechnology, and surface chemistry and analysis.

759R. Selected Topics in Organic and Biomolecular Chemistry. (0.5-3)

Prerequisite(s):

Subjects that may be offered: emerging areas in organic and biomolecular chemistry.

769R. Selected Topics in Physical Chemistry. (0.5-3)

Prerequisite(s):

Subjects that may be offered include: advanced group theory, advanced techniques in magnetic resonance, calorimetry, molecular structure and spectroscopy, solid-state chemistry, statistical mechanics.

FACULTY

Andrus, Merritt B., *Professor*, PhD, University of Utah, 1991. Organic Chemistry

Asplund, Matthew C., *Associate Professor*, PhD, University of California, Berkeley, 1998. Physical Chemistry

Austin, Daniel E., *Associate Professor*, PhD, California Institute of Technology, 2003. Analytical Physical Chemistry

Bates, Emily A., *Assistant Professor*, PhD, Harvard Medical School, 2005. Biochemistry

Belnap, David M., *Assistant Professor*, PhD, Purdue University, 1995. Biochemistry

Boerio-Goates, Juliana, *Professor*, PhD, University of Michigan, 1979. Physical Chemistry

Burt, Scott R., *Assistant Teaching Professor*, PhD, University of California, Berkeley, 2008. Physical Chemistry

Burton, Gregory F., *Professor*, PhD, Medical College of Virginia, Virginia Commo, 1989. Biochemistry

Buskirk, Allen R., *Associate Professor*, PhD, Harvard University, 2004. Biochemistry

Castle, Steven L., *Associate Professor*, PhD, Scripps Research Institute, 2000. Organic Chemistry

Dearden, David V., *Professor*, PhD, California Institute of Technology, 1989. Analytical/Physical Chemistry

Ess, Daniel H., *Assistant Professor*, PhD, University of California, Los Angeles, 2007. Organic Chemistry

Farnsworth, Paul B., *Professor*, PhD, University of Wisconsin, Madison, 1981. Analytical Chemistry

Goates, Steven R., *Professor*, PhD, University of Michigan, 1981. Analytical Chemistry

Graves, Steven W., *Professor*, PhD, Yale University, 1978. Biochemistry

Ham, Young Wan, *Assistant Professor*, PhD, Purdue University, 2002. Organic Chemistry

Hansen, Jaron C., *Associate Professor*, PhD, Purdue University, 2002. Analytical Chemistry

Harrison, Roger G., *Associate Professor*, PhD, University of Utah, 1993. Inorganic/Materials Chemistry

Lamb, John D., *Professor*, PhD, Brigham Young University, 1978. Inorganic/Materials Chemistry

Lee, Milton L., *Professor*, PhD, Indiana University, 1975. Analytical Chemistry

Linford, Matthew R., *Associate Professor*, PhD, Stanford University, 1996. Analytical/Materials Chemistry

Patterson, James E., *Assistant Professor*, PhD, University of Illinois at Urbana-Champaign, 2004. Physical Chemistry

Peterson, Matt A., *Associate Professor*, PhD, University of Arizona, 1992. Organic Chemistry

Price, Joshua L., *Assistant Professor*, PhD, University of Wisconsin, Madison, 2008. Organic Chemistry

Prince, John T., *Assistant Professor*, PhD, University of Texas, 2008. Biochemistry

Savage, Paul B., *Professor*, PhD, University of Wisconsin, 1993. Organic Chemistry

Sevy, Eric T., *Associate Professor*, PhD, Columbia University, 1999. Physical Chemistry

Simmons, Daniel L., *Professor*, PhD, University of Wisconsin, Madison, 1986. Biochemistry

Watt, Richard K., *Assistant Professor*, PhD, University of Wisconsin, Madison, 1998. Inorganic/Biochemistry

Willardson, Barry M., *Professor*, PhD, Purdue University, 1990. Biochemistry

Woodfield, Brian F., *Professor*, PhD, University of California, Berkeley, 1994. Physical Chemistry

Woolley, Adam T., *Professor*, PhD, University of California, Berkeley, 1997. Analytical/Materials Chemistry

CIVIL AND ENVIRONMENTAL ENGINEERING

Chair: Benzley, Steven E.

Associate Chair: Hotchkiss, Rollin H.

Graduate Coordinator: Schultz, Grant G.

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THE PROGRAMS OF STUDY

Two degrees are offered through the Department of Civil and Environmental Engineering: Civil Engineering MS and Civil Engineering PhD. The department also offers an integrated BS/MS program.

The Department of Civil and Environmental Engineering admits approximately fifty students each year into its programs.

Civil Engineering—MS

The MS degree builds on the foundation of skills, breadth, and depth of the undergraduate education to achieve greater competency. While the undergraduate program prepares students for routine practice (i.e., practice that has long been used and tested by practicing engineers), the MS program brings students to the state-of-the-art in one or more specialty areas enabling them with the skills necessary to handle problems at the cutting edge of the profession.

Students pursuing the thesis option gain the added dimension of participating in research work at the cutting-edge of the profession. This research work culminates in a high-quality thesis presentation. Electronic submission of the thesis is required. Alternatively, the student may choose the project option and complete a less intensive research or design study project. The master's degree normally requires one year beyond the bachelor's degree.

Requirements for Degree.

- Credit hours: **Thesis program:** 30 minimum approved hours including 6 thesis hours (CE En 699R).
- **Project program:** 30 minimum approved hours including 3 project hours (CE En 698R).
- Required course: CE En 691R (Graduate Seminar) each fall and winter semester; 1 hour required by department and which is in addition to the university required 30 minimum.
- Study list: the graduate study list must be submitted during the first semester of graduate study.
- Evaluations: a department advisor's evaluation of the student's graduate program progress is required at least twice each year in the MS program.
- Residency requirements: residency is required for the major part of the work toward the MS degree. This work must be completed under the specific direction of a graduate faculty member while the student is in residence at BYU. "In residence" is defined as (1) being registered for credit as a graduate student and (2) living and conducting research in the general vicinity of the university, where the student has ready access to research facilities and consultation with the faculty. Further, all work applying toward any master's thesis or project must be completely open for university review and publication. Any exceptions to the above must be supported by written approval from the department and college and obtained in advance of any work being performed.
- Prospectus: Students must submit a written prospectus on their proposed research topic during their first semester of graduate seminar.
- Examinations: (A) successful completion of the Fundamentals of Engineering Examination (FE); (B) oral defense of thesis or oral presentation of project.
- Thesis or Project.
- Oral defense of thesis or presenta-

tion of project.

- Cumulative 3.0 GPA or above in all master's degree courses.

Civil and Environmental Engineering—Integrated — BS/MS

Students who desire to obtain a master's degree in engineering may elect to apply for and enter the integrated master's program during the junior year of the engineering curriculum. The purpose of the program is to afford greater flexibility in scheduling course work than is normally available through a traditional BS degree followed by an MS degree program.

In this program the BS degree will be received simultaneously with the MS degree. Specific requirements are the same as those listed for the civil and environmental engineering MS but include the following:

Requirements for Degree.

See requirements for degree listed in the preceding Civil Engineering—MS section.

Civil Engineering—PhD

The PhD degree is awarded to candidates who have made a significant contribution to knowledge in a particular specialization of civil and environmental engineering. Such a contribution is achieved through research that involves a thorough review of applicable literature, completion of carefully planned work, and a high-quality presentation of the new knowledge: the dissertation. Electronic submission of the dissertation is required. Adequate course work is necessary to provide a foundation of expertise for quality research. The doctoral degree normally requires three years beyond the bachelor's degree or two years beyond the master's degree.

Requirements for Degree.

- Credit hours: minimum 54 semester hours, at least 36 of which must be course work beyond

the baccalaureate degree, plus a minimum 18 hours of dissertation (CE En 799R). Candidates without a master's degree: at least 54 semester hours with a minimum 36 hours in graduate-level courses, plus a minimum 18 hours of dissertation (CE En 799R). Students with no advanced mathematics, statistics, or science in their baccalaureate degree will be required to take additional courses in these areas. Candidates with a Master's Degree: at least 36 semester hours beyond master's degree hours with a minimum 18 hours in graduate-level courses, plus a minimum 18 hours of dissertation (CE En 799R). Students with no advanced mathematics, statistics, or science in their baccalaureate or master's degree will be required to take additional courses in these areas.

- Required course: CE En 691R (graduate seminar) each fall and winter semester; 2 hours required by department, which is in addition to the university required 54 minimum.
- Study list: the graduate study list must be submitted during the first semester of doctoral study.
- Evaluations: See evaluation requirements listed in the Civil Engineering - MS section.
- Residency requirements: see residency requirements listed in the Civil Engineering—MS section.
- Comprehensive qualifying examination: students must take and pass a written comprehensive qualifying examination based on graduate course work. After passing this examination, the student is accepted to candidacy for the doctoral degree. The examination is offered when the candidate completes two semesters of coursework and must be taken at least one year before completion of the degree.
- Prospectus: In addition to the seminar prospectus requirement, students must submit and successfully defend a written prospectus on their proposed dissertation re-

search topic at least one year before completion of the degree.

- Dissertation.
- Oral defense of dissertation.

FINANCIAL ASSISTANCE

Departmental Scholarships. Master's or PhD candidates are eligible for scholarships each year. Applications may be obtained by March on the department Web site; the awards are given by mid-August for the next academic year. Selection is based on need and on scholastic merit (primarily using the GPA of the last 60 hours on a verified transcript). These scholarships may be received in addition to any assistantships or privately endowed awards unless the total financial aid package exceeds the scholarship limit stipulated by the university.

Research Assistantships. The Civil and Environmental Engineering faculty obtain funds from both off-campus and on-campus sources to support research assistants. These awards support students at the current pay rate for up to 30 hours per week. The research work normally applies toward completion of the student's thesis or dissertation.

Teaching Assistantships. All graduate students are eligible to be TAs. The assistantships range from 10-20 hours per week and consist of teaching labs and grading courses.

Awards. The department has the following privately endowed awards: the Russell J Berrett Scholarship, the Joseph Layne Black Scholarship, the W Don and Kaye Budge ASCE Scholarship, the Caleb Tanner Water Resources Scholarship, The Jerry Christiansen Scholarship, the Nancy and Doug Ferrell Scholarship, the D Allan Firmage Scholarship, the Dean K Fuhrman Scholarship, the King and Diane Husein Professorship, the Ramesh Khona Scholarship, the Marvin E Larson Scholarship, the Billy and Marian Nichols Scholarship, the Pavement and Materials Endowed mentorship Fund, the H Burke Peter-

son Scholarship, the Ralph and Betty Rollins Scholarship, the John and Bobbie Tanner Scholarship, the Lee and Connie Wimmer Scholarship, and the T Leslie Youd Family Fellowship. In addition, the department has the following private annual awards: the ES2 Scholarship, the GeoEngineers Scholarship, the Earl and Beth Hurst Scholarship, the Keller and Associates Scholarship, and the URS Corporation/Washington Division Scholarship.

RESOURCES AND OPPORTUNITIES

The Fulton College of Engineering and Technology, of which the Department of Civil and Environmental Engineering is a part, has experienced rapid growth in funded research during the past decade.

Faculty research areas include: collapsible soils; composite materials; finite element modeling; foundation and earthquake engineering; hydraulics and stream restoration; industrial and hazardous waste control; optimization in design; concrete and bituminous pavements; surface, watershed and groundwater modeling; earthquake resistant structures; and transportation studies.

For a more detailed description of the graduate program requirements, refer to the department's graduate handbook; Web site: <http://ceen.et.byu.edu>.

COURSE DESCRIPTIONS

CE EN

500. (CEEn-MeEn) Design and Materials Applications. (3)
Prerequisite(s): Me En 372 or CE En 321 or equivalent.

Applied and residual stress; materials selection; static, impact, and fatigue strength; fatigue damage; surface treatments; elastic deflection and stability -- all as applied to mechanical design.

501. (CEEn-MeEn) Stress Analysis and Design of Mechanical Structures. (3)

Prerequisite(s): CE En 321 or Me En 372 or equivalent.

Stress analysis and deflection of structures; general bending and torsion with computer applications to mechanical and aerospace structure design.

503. (CE En-Me En) Plasticity and Fracture. (3)

Prerequisite(s): CE En 203; Me En 250; Math 303; senior standing or instructor's consent.

Tensor algebra; stress and deformation tensors; relationships between dislocation slip, yielding, plastic constitutive behavior, and microstructure development; cracks and linear elastic fracture mechanics.

504. (CE En-Me En) Computer Structural Analysis and Optimization. (3)

Prerequisite(s): Linear algebra; CE En 321 or Me En 372 or equivalent.

Matrix stiffness method for 1D, 2D, and 3D skeletal structure classes. Implementing the matrix stiffness method as a computer program. Nonlinear second-order structural analysis. Structural optimization techniques including stress-ratio method, gradient-based methods, and genetic algorithms.

505. Portland Cement Concrete Mixture Design and Analysis. (3)

Prerequisite(s): CE En 306 or equivalent.

Properties and testing of freshly mixed and hardened concrete and constituent materials; concrete mixture design and analysis; concrete construction practices; laboratory experimentation.

506. (CE En-Me En) Continuum Mechanics and Finite Elements. (3)

Prerequisite(s): CE En 321 or Me En 372 or equivalent.

Equilibrium, constitutive, and compatibility equations; closed-form solutions from elasticity; finite element theory, programming, and usage; membrane, axisymmetric, and solid elements. Application to heat transfer, fluid mechanics, and seepage.

508. (CE En-Me En) Structural Vibrations. (3)

Prerequisite(s): CE En 321 or Me En 372 or equivalent.

Dynamic analysis of single degree-of-freedom, discrete multi-degree-of-freedom, and continuous systems. Applications include aerospace, civil structures, and mechanical components.

521. Seismic-Resistant Steel Buildings. (3)

Prerequisite(s): CE En 421 or equivalent.

Background and development of UBC seismic provisions; design of ductile braced frames and steel moment resisting frames; design of diaphragms and collectors.

523. (CE En-Me En) Aircraft Structures. (3)

Prerequisite(s): CE En 304 or Me En 250 or equivalent. CE En 321 or Me En 372 or equivalent.

Requirements, objectives, loads, materials, and tools for design of airframe structures; static behavior of thin-wall structures; durability and damage tolerance; certification and testing. Airframe component team design project.

528. Masonry Design. (3)

Prerequisite(s): CE En 424 or equivalent.

Introduction to analysis, design, and construction of masonry structures. Compressive, tensile, flexural, and shear behavior of masonry structural components.

529. Timber Design. (3)

Prerequisite(s): CE En 304 and 321 and 421; or equivalents.

Timber species, composition, and grades; design of beams, straight and tapered glue-lam girders, columns, connections, trusses, shear walls, and structural systems.

531. Principles of Hydrologic Modeling (3)

Prerequisite(s): CE En 431 or equivalent.

Advanced hydrologic and hydraulic principles with an emphasis on modeling for the purpose of planning and designing draining, flood control, and other water resource facilities.

535. Hydraulic Design of Channels and Control Structures. (3)

Prerequisite(s): CE En 433 or equivalent.

Design of water conveyance channels and control structures, including siphons, chutes, weirs, flumes, dams, spillways, and outlet works.

540. Geo-Environmental Engineering. (3)

Prerequisite(s): CE En 341 and 351; or equivalents. CE En 471A or 471B or concurrent enrollment or instructor's consent.

Hazardous waste statutes and regulations; introduction to hazardous waste treatment, storage, disposal, and monitoring techniques. Geotechnical aspects of environmental engineering. Topics include municipal and hazardous solid waste landfill design and characterization and remediation techniques for contaminated soil and groundwater.

542. Foundation Engineering. (3)

Prerequisite(s): CE En 341 or equivalent.

Soil investigation, bearing capacity and settlement, design of spread footings, combined footings, mat foundations, pile foundations, and drilled shafts.

544. Seepage and Slope Stability Analysis. (3)

Prerequisite(s): CE En 341 or equivalent.

Seepage and slope stability analysis of earth dams, levees, excavations, embankments, and natural slopes; construction dewatering, numerical methods, shear strength of soils, limit equilibrium method.

545. Geotechnical Analysis of Earthquake Phenomena. (3)

Prerequisite(s): CE En 321, 341; or equivalents.

Earthquake magnitude and intensity; design ground motions, elementary dynamics of structures; response spectra; building code provisions; liquefaction and ground failure.

547. Groundwater Modeling. (3)

Prerequisite(s): CEE En 341 or equivalent.

Computer simulation of groundwater flow systems; modeling theory, numerical methods, data management, boundary conditions, calibration, and stochastic analysis.

551. Water Treatment Facilities Design. (3)

Prerequisite(s): CE En 351 or equivalent.

Evaluation, selection, and design of water treatment facilities.

555. Environmental Chemistry. (3)

Prerequisite(s): CE En 351 or equivalent.

Chemical theory and calculation supporting analysis of major organic and inorganic constituents in environmental engineering, focusing on theoretical understanding of the chemical processes.

562. Traffic Engineering: Characteristics and Operations. (3)

Prerequisite(s): CE En 361 or equivalent.

Traffic stream characteristics, traffic flow theory, traffic control devices, capacity and level of service, warrants, signal timing and optimization, signal coordination.

563. Pavement Design. (3)

Prerequisite(s): CE En 306 and 341 and 361; or equivalents. CE En 471A or 471B or concurrent enrollment.

Design, construction, evaluation, maintenance, and rehabilitation of flexible and rigid pavements; influence of traffic and environmental factors; mechanistic analysis of pavement structures using computer software.

565. Urban Transportation Planning. (3)

Prerequisite(s): CEE En 361 or instructor's consent.

Urban transportation planning and decision making, intermodal transportation, land-use transportation interrelationships, transportation demand modeling, site impact analysis, sustainable transportation; livable cities.

570. (CE En-Me En) Computer-Aided Engineering Software Development. (3)

Prerequisite(s): Me En 373 or C programming.

Programming methods for the development of engineering software. Data structures, architecture, libraries, and graphical user interfaces, with applications to CAD systems.

572. (CE En-Me En) Computer-Aided Geometric Design. (3)

Prerequisite(s): Proficiency in C programming.

Mathematical theory of free-form curves and surfaces and solid geometric modeling. Bezier and B-spline curve and surface theory, parametric and implicit forms, intersection algorithms, topics in computer algebra, and free-form deformation. Several programming projects.

575. (CE En-Me En) Optimization Techniques in Engineering. (3)

Prerequisite(s): Math 302; C, C++, or similar computer language.

Application of computer optimization techniques to constrained engineering design. Theory and application of unconstrained and constrained nonlinear algorithms. Genetic algorithms. Robust design methods.

594R. Selected Problems in Civil and Environmental Engineering. (1-3)

Prerequisite(s):

602. (CE En-Me En) Composite Structures. (3)

Prerequisite(s): CE En-Me En 506.

Design and analysis of advanced composite structures; deflections, buckling, and vibration of thin plates and sandwich plates; design guidelines; design examples; project.

606. (CE En-Me En) Plates and Shells. (3)

Prerequisite(s): CE En-Me En 506.

Beam and plate theories, including flexural and shear deformation. Large displacement beam and plate theory. Axisymmetric shells and general curved shells. Finite element analysis of beams, plates, and shells, including buckling analysis.

608. (CE En - Me En) Nonlinear Structural Analysis. (3)

Prerequisite(s): CE En - Me En 506, 508.

Geometrically nonlinear analysis of trusses, frames, membranes, and plates, including buckling and large deformation analysis. Materially nonlinear analysis including plasticity and viscoelasticity

609. (CEEn-MeEn) Spectral Analysis of Dynamic Systems. (3)

Prerequisite(s): Math 302 or equivalent.

Digital signal processing and analysis applied to computer-aided testing, system identification, and characterization of random processes. Applications include vibration and acoustic testing, seismic recording and analysis, and system identification for control.

635. Sediment Transport and River Restoration. (3)

Prerequisite(s): CE En 535 ; or CE En 433 and instructor's consent.

Sediment transport concepts applied to stream restoration and stream restoration concepts including geomorphology and stream classification. Lectures, field trips, guest lecturers.

641. Advanced Soil Mechanics. (3)

Prerequisite(s): CEEEn 341 or equivalent.

Advanced discussion and analysis of shear strength of soils; finite-element stress analysis distribution in soils; critical state soil mechanics, unsaturated soil mechanics.

644. Advanced Foundation Engineering. (3)

Prerequisite(s): CE En 341 or equivalent.

Lateral pressures and earth retaining systems, axial and lateral capacities of piles and drilled shafts, foundations subjected to vibratory loadings, foundations on collapsible and expansive soils, soil improvement techniques.

645. Field and Laboratory Testing of Soils. (3)

Prerequisite(s): CE En 341 or equivalent; 542.

Field and laboratory testing procedures used in geotechnical engineering practice: penetration, consolidation, permeability, and shear strength.

648. Groundwater Contaminant Transport. (3)

Prerequisite(s): CE En 547.

Fate and transport of contaminants in groundwater. Advection, dispersion, adsorption, biodegradation, and computer simulation focusing on the theory and mathematics used to model these processes.

651. Wastewater Treatment Facilities Design. (3)

Prerequisite(s): CE En 551.

Evaluation, selection, and design of wastewater treatment facilities.

654. Water and Wastewater Advanced Treatment Processes. (3)

Prerequisite(s): CE En 551.

Treatment and disposal of industrial wastes; basic industries and their waste problems.

662. Traffic Simulation and Analysis. (1-3)

Prerequisite(s): CEEEn 562 or instructor's consent.

Concept of traffic simulation, modeling techniques, calibration and validation, simulation output comprehension, shock wave analysis, queuing theory, use of simulation software.

664. Transportation Site Planning. (3)

Prerequisite(s): CE En 562.

Characteristics of transportation site planning; traffic impact analysis; principles of access design; driveway, site circulation, and parking lot design; permitting of proposed developments.

681. Business Operations for Civil Engineering Companies. (3)

Prerequisite(s): CE En 471, 472; or equivalents.

Topics include different legal forms of business ownership, business performance metrics, accounting, business development, marketing, operations management, market forces, competition and game theory, business strategy, managing outside consulting, and staffing.

682. Management Issues in Civil Engineering Companies. (3)

Prerequisite(s): CE En 471, 472; or equivalents.

Topics covered are diversity at work, building effective teams, effective performance coaching, evaluation, delegation, communication skills, managing conflict, project management approaches, engineering liability, risk management, critical path, partnering, professional licensure, negotiations, and principles of leadership.

691R. Civil and Environmental Engineering Seminar. (0.5)

Prerequisite(s):

694R. Selected Problems in Civil and Environmental Engineering. (1-3)

Prerequisite(s):

698R. Master's Project. (3)

Prerequisite(s): Graduate committee's consent.

699R. Master's Thesis. (1-9)

Prerequisite(s): Graduate committee's consent

794R. Selected Topics in Civil and Environmental Engineering. (1-3)

Prerequisite(s):

797R. Research for Doctoral Students. (1-9)

Prerequisite(s):

799R. Doctoral Dissertation. (1-9)

Prerequisite(s): Graduate committee's consent.

COMMUNICATION DISORDERS

FACULTY

Balling, Richard J., *Professor*, PhD,
University of California, Berkeley,
1982. Structural Mechanics

Benzley, Steven E., *Professor*, PhD,
University of California, Davis,
1971. Structural Mechanics

Borup, M. Brett, *Associate Professor*,
PhD, Clemson University, 1985.
Environmental Engineering

Fonseca, Fernando S., *Associate Professor*, PhD, University of Illinois,
1996. Structures

Franke, Kevin W., *Assistant Professor*,
PhD, Brigham Young University,
2011. Geotechnical Engineering

Guthrie, W. Spencer, *Associate Professor*, PhD, Texas A&M University,
2002. Materials and Pavements

Hotchkiss, Rollin H., *Professor*, PhD,
University of Minnesota, 1989.
Hydraulics and Hydrology

Jensen, David W., *Professor*, PhD,
Massachusetts Institute of Technology, 1986. Structures: Advanced Composites

Jones, Norman L., *Professor*, PhD,
University of Texas, Austin, 1990.
Geotechnical Engineering

Miller, A. Woodruff, *Professor*, PhD,
Stanford University, 1975. Hydrology: Hydraulics

Nelson, E. James, *Professor*, PhD,
Brigham Young University, 1994.
Surveying: GIS: Hydrology

Richards, Paul W., *Assistant Professor*,
PhD, University of California, San Diego, 2004. Structural Engineering

Rollins, Kyle M., *Professor*, PhD,
University of California, Berkeley,
1987. Geotechnical Engineering

Saito, Mitsuru, *Professor*, PhD, Purdue University, 1988. Transportation Engineering

Schultz, Grant G., *Associate Professor*,
PhD, Texas A&M University, 2003.
Traffic: Transportation Engineering

Williams, Gustavious P., *Associate Professor*, PhD, Northwestern University, 1994. Environmental Geotechnology

COMMUNICATION DISORDERS

Chair: Dromey, Christopher
Graduate Coordinator: Channell, Ron W.

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Web site: <http://education.byu.edu/comd>

THE PROGRAMS OF STUDY

The separate but overlapping disciplines represented by the Department of Communication Disorders involve the study of the processes and disorders of hearing, speech, and language. The department integrates principles and methods of acoustics, anatomy, psychology, linguistics, medicine, physiology, and rehabilitation to prepare students to more effectively help persons of all ages who have either congenital or acquired impairments to hearing, speaking clearly, participating in conversations, or any of the other skills that allow effective communication.

The graduate program in the department provides a mixture of academic course work, clinical experience, and research involvement. Students are expected to master knowledge related to treating persons with disorders and to apply this knowledge in clinical activities at BYU and at other professional settings in the community. Strong performance in both course work and clinical activities is required, as is the successful completion and defense of a thesis. Because clinical training requires broad expertise, no clinically relevant topics are excluded from coverage in course work or clinical training; however, student research activities are channeled into topical areas in which faculty have focal expertise.

The master's degree program in the department focuses only on the speech-language pathology part of communication disorders and prepares students to (A) work competently with clients of all ages in all professional settings, (B) conduct research and communicate findings

to peers and cooperating professionals, (C) meet requirements for national certification, state licensure, and school licensure, (D) qualify for and excel at doctoral study if desired, and (E) maintain currency in the discipline through ongoing, independent study.

About 18 students per year are admitted into the program. Students generally complete their programs in two years.

Communication Disorders—MS

The discipline of speech-language pathology involves the study of the anatomy and physiology of the speech production mechanism, the normal and impaired development of speech, disorders of articulation, voice disorders, stuttering and related disorders of speech rate and rhythm, speech acoustics, speech perception, and swallowing disorders. Speech-language pathology also includes the study of normal and impaired language development and language processing, the assessment of children's language and related social and cognitive abilities, the treatment of language impairments, and the assessment and treatment of aphasia.

Requirements for Degree.

- Credit hours: 48 (plus all classes in the undergraduate major), including 6 hours of thesis credit and 6 hours of clinical practicum spread over several semesters or terms.
- Required courses: all the courses listed below except ComD 544.
- Minor (in related field): optional and in addition to all required major classes.
- Residence: see university residence requirements. Transfer of graduate courses taken elsewhere is not guaranteed and will be evaluated on a course-by-course basis.
- Thesis.
- Examinations: (A) pass ASHA NTE Praxis exam in speech-language

pathology with score at or above the 75th percentile nationally; (B) oral defense of thesis.

FINANCIAL ASSISTANCE

Some of the money that is available for financial assistance in the Department of Communication Disorders is given to graduate students in the form of graduate assistantships. These assistantships involve assisting faculty in course management or research; awardees are selected by faculty from those applying for assistantships on the basis of suitability for the work needed. Other financial aid is available in the form of supplementary awards such as partial-tuition scholarships; these awards are made on the basis of academic excellence.

RESOURCES AND OPPORTUNITIES

The Department of Communication Disorders is housed in the John Taylor Building and as such is part of the BYU Comprehensive Clinic. This clinic links audiology and speech-language pathology and clinical psychology, marriage and family counseling, social work, and LDS Social Services in interdisciplinary cooperation on a variety of clinical cases. The clinic also allows for shared access to audiovisual services, computers and networks, and tests and therapy materials.

The BYU Audiology Clinic focuses on the assessment and treatment of hearing disorders of students, faculty, staff, missionaries from the Missionary Training Center (Provo), and the public. It is also involved in monitoring the hearing ability levels of university employees for OSHA compliance and in testing the hearing of central Utah's high-risk babies in collaboration with the Utah State Health Department.

The BYU Speech and Language Clinic is staffed by graduate students under faculty supervision and

focuses on assessing and treating the speech and language disorders of students, faculty, staff, missionaries, and the public.

Research Facilities and Equipment.

Audiology and speech-language pathology use a broad range of tools for clinical diagnosis and therapy. The facilities supporting research and clinical work include 32-channel evoked potential and brain mapping, digital audio recording and editing instrumentation, sound-level meters, sound-level dosimetry equipment, spectrographic, laryngographic, and nasometric analyses of speech and voice production, stroboscopic flexible fiberoptic digital video laryngoscopy and nasoendoscopy, audiovisual equipment for conversational language sampling and analysis, and computer-assisted language sample analysis.

COURSE DESCRIPTIONS

COMD

544. Psychoacoustics. (2)

Prerequisite(s):

Advanced studies in human psychoacoustics and hearing science.

600. Research Methods. (3)

Prerequisite(s): Stat 121 or equivalent.

Research methods in audiology and speech-language pathology. Applying statistical techniques; professional literature and writing.

601. Neurofoundations of Language, Speech, and Hearing. (3)

Prerequisite(s):

Neuroanatomy and neurophysiology underlying normal and impaired language, speech, and hearing processes.

610. Assessment and Diagnosis. (3)

Prerequisite(s):

Performing evaluations and determining how assessment informs clinical decision making and intervention in communication disorders.

COMMUNICATIONS

630. Early Child Language Intervention. (3)

Prerequisite(s):

Theories and practices in language treatment, emphasizing assessment and intervention for developmentally young children.

633. Dysphagia Management. (2)

Prerequisite(s):

Assessment and treatment of swallowing disorders.

634. Traumatic Brain Injury. (2)

Prerequisite(s):

Assessment and treatment of speech and language problems associated with traumatic brain injury.

636. Multicultural Issues in Speech-Language Pathology. (3)

Prerequisite(s): ComD 350 or equivalent.

Speech and language assessment and intervention with persons from culturally and linguistically diverse backgrounds. Specific topics include cultural diversity, bilingualism, and use of interpreters/translators.

657. Voice and Resonance Disorders. (3)

Prerequisite(s):

Assessment and treatment of disorders of the speaking voice.

658. Fluency Disorders. (3)

Prerequisite(s):

Assessment and treatment of fluency disorders, including stuttering.

674. Autism and Severe Disabilities. (3)

Prerequisite(s):

Assessment and treatment of persons with multiple handicaps, including augmentative communication training.

675. Motor Speech Disorders. (3)

Prerequisite(s):

Neuropathology, symptomology, clinical assessment, and treatment of adult motor speech disorders.

676. Aphasia. (3)

Prerequisite(s):

Perspectives on the neurology, clinical assessment, and rehabilitation of aphasic language disturbances in adults.

679. School-Age Language Disorders. (3)

Prerequisite(s):

Impact, assessment, and treatment of language impairment in children, emphasizing evaluation and intervention for school-aged children.

688R. Practicum in Communication Disorders. (1)

Prerequisite(s): Instructor's consent.

693R. Directed Individual Study. (1-3)

Prerequisite(s): Instructor's consent.

699R. Master's Thesis. (1-6)

Prerequisite(s):

FACULTY

Brinton, Bonnie, *Professor*, PhD, University of Utah, 1981. Child Language Impairment

Channell, Ron W., *Associate Professor*, PhD, University of Utah, 1983. Language Acquisition

Culatta, Barbara, *Professor*, PhD, University of Pittsburgh, 1975. Child Language Impairment

Dromey, Christopher, *Professor*, PhD, University of Colorado, 1995. Speech and Voice Physiology

Fujiki, Martin, *Professor*, PhD, University of Utah, 1980. Child Language Impairment

Harris, Richard W., *Professor*, PhD, Purdue University, 1978. Hearing Science: Perception

McPherson, David L., *Professor*, PhD, University of Washington, 1972. Audiology: Hearing Science: Electrophysiology

Nissen, Shawn L., *Associate Professor*, PhD, Ohio State University, 2003. Speech Science

COMMUNICATIONS

Chair: Rawlins, Bradley L.

Graduate Coordinator: Callister, Mark A.

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THE PROGRAMS OF STUDY

The Department of Communications offers a broad-based master's program designed to promote critical thinking and research with a particular focus on the interaction between media and society.

The program of study prepares students with the theoretical background, methodological expertise, and critical thinking skills needed both for continued studies at the doctoral level and informed professional practice. It emphasizes communications theory and quantitative and qualitative research methodologies. Specialized topical areas include literature of journalism, communication history, media and religion, international media and communication, communication ethics and law, persuasion, public relations and leadership, and media effects.

One graduate degree is offered through the Communications Department: Mass Communications—MA. A minor in mass communications is also offered.

Approximately fifteen students are admitted to the master's program each fall semester. The average time spent in completing requirements for the master's degree is from two to two and a half years.

Mass Communications—MA

The master's program is intended to serve as preparation for:

- Doctoral studies where theory, teaching, research, and publication are emphasized.
- Advancement in communications

professions.

Beyond the courses required by the department, students select—in consultation with advisors—the specific courses that best meet their goals and interests. Generally, students with non-communications undergraduate majors will be expected to concentrate on communications electives. Those with a communications baccalaureate are encouraged to seek broadening electives outside the department. Consult with your graduate committee chair and the graduate coordinator about these issues.

Requirements for Degree.

- Credit hours (33): minimum 27 hours of course work.
- Required courses: Comms 600, 602, 610, 611, 616 (15 hours).
- Electives: 12 credit hours from Comms 604, 607, 612R, 619, 621, 622R, 623, 624, 625, 627, 691R, 692R, 695R, and/or interdisciplinary substitute courses (with prior approval). Electives determined in consultation with advisor and committee.
- Thesis (Comms 699R, 6 hours minimum) or project (Comms 698R, 6 hours minimum).
- Examinations: (A) written comprehensive examination; (B) final oral examination and defense of thesis or project.

Mass Communications—Minor

Consult with the graduate coordinator regarding a recommended program of study. A minimum of 9 semester hours is required, plus a comprehensive examination.

FINANCIAL ASSISTANCE

The principal types of financial aid and awards available to mass communications graduate students are teaching and research assistantships, along with some full- and half-tuition scholarships. Under the direction of

faculty, teaching assistants oversee undergraduate classes and labs in advertising, broadcasting, journalism, and public relations. Research assistants work closely with graduate faculty in their research and publication activities. Applications for assistantships and scholarships are available online at www.byu.edu/gradstudies.

RESOURCES AND OPPORTUNITIES

Facilities. The Department of Communications is housed in the George H. Brimhall Building. Also affiliated with the department are journalism, advertising, and broadcast laboratories and radio and television studios. Graduate students interested in applied studies may structure work in these media outlets into their programs.

Communications Research Center. Computers with SPSS and other research software are available in the department's research center. Mass communications graduate students can receive research assistance from the director of the Communications Research Center.

Other Research Resources. Our resources also include an eye-tracking laboratory housed in the Brimhall Building. Other resources include a focus group room with audio and video recording capabilities.

For a more detailed description of the graduate program requirements, go to comms.byu.edu.

COURSE DESCRIPTIONS

COMMS

600. Introduction to Graduate Studies in Communications. (3)

Prerequisite(s):

Introduction to graduate education, communications theory, research, and academic writing. Faculty research programs presented.

602. Qualitative Research Methods. (3)

Prerequisite(s):

Major methods of qualitative research used in communications studies.

604. Communications History and Historical Research Methods. (3)

Prerequisite(s):

In-depth investigation of the history of mass media, including study of historical research methods.

607. International Media and Communications. (3)

Prerequisite(s):

Role of communication internationally and its impact on culture, ethics, morality, and politics around the world. Comparison of communication systems, media flows, and communications among countries.

610. Studies in Communications Theory. (3)

Prerequisite(s):

Nature and content of contemporary mass communication theory.

611. Communications/Social Science Research Methods. (3)

Prerequisite(s): Stat 221 or equivalent and/or social science research methods.

Major methods of research used in communications studies.

612R. Research Practicum. (1-3)

Prerequisite(s):

Practical experience in research under direction of individual faculty.

616. Media Effects: Individual, Family, and Society. (3)

Prerequisite(s): Comms 600, 602, 610, 611.

Media's roles in major social settings. Capstone course, including preparation for comprehensive exams.

619. Gender, Race, and Class in Mass Communications. (1-3)

Prerequisite(s):

Issues related to gender, race, and class in the communication process. Implications of current developments in critical theory and issues of diversity.

COMMUNICATIONS

621. Media and Religion. (3)

Prerequisite(s):

Seminar regarding the interface of media and religion.

622R. Seminar on Media and Current Societal Issues. (3)

Prerequisite(s):

Preannounced societal issue or issues (such as environment, impact of new technologies, vulnerable audiences, consumerism, nonprofits, health communications, terrorism, etc.).

623. Literature of Journalism. (3)

Prerequisite(s):

Critiquing journalism theories and philosophy ranging from traditional libertarian ideals to contemporary movements of public journalism and public service broadcasting.

624. Seminar on Media Law and Ethics. (3)

Prerequisite(s):

Review of literature and research on ethics. Legal and regulatory relationship between government and communications; legal research methods.

625. Integrative Persuasive Communications. (3)

Prerequisite(s):

Persuasion theories and links to practice of integrated communications, including promotion, advertising, public relations, direct marketing, and branding.

627. Public Relations Theory and Leadership. (3)

Prerequisite(s):

Relationship of strategic communications and stakeholder theory to current issues in the field, including reputation, image, apologia, trust, transparency, power, leadership, conflict resolution, and change.

691R. Special Studies in Communications. (3)

Prerequisite(s): Approval of committee chair and graduate coordinator.

Individual study with a graduate faculty member.

692R. Professional Practicum. (3)

Prerequisite(s): Committee chair and graduate coordinator approval.

Individual work in professional communications settings, with oversight and assessment by graduate faculty member.

695R. Topical Seminar. (1-3)

Prerequisite(s):

Seminar on focused pre-announced topic relating to specific media issues.

698R. Master's Project. (1-6)

Prerequisite(s):

699R. Master's Thesis. (1-6)

Prerequisite(s):

FACULTY

Adams, Edward E., *Professor*, PhD, Ohio University, 1993. Media Management and Economics

Baker, Sherry L., *Professor*, PhD, University of Utah, 1994. Communications and Persuasion Ethics: Cultural History as Evidenced in Media Texts

Callahan, Loy Clark, *Assistant Professor*, PhD, University of Oklahoma, 2002. Media Ecology: Intercultural Adaptation: Cultural Diffusion

Callister, Mark A., *Associate Professor*, PhD, University of Arizona, 1997. Visual Imagery in Print Advertisements

Carter, Edward L., *Associate Professor*, JD, Brigham Young University, 2003. First Amendment Law and Policy: Media Regulation

Cressman, Dale L., *Associate Professor*, PhD, University of Utah, 2003. Broadcast and Print Journalism History

Cutri, Christopher, *Associate Professor*, MFA, Art Center College of Design, 1997. Creative Advertising

Davies, John J., *Assistant Professor*, PhD, University of Alabama, 2004. Uses and Effects of Media: Selective Exposure: Entertainment Theory

Johnson, Jared L., *Assistant Professor*, PhD, Georgia State University, 2010. International Media Flow and Culture

Plowman, Kenneth, *Associate Professor*, PhD, University of Maryland, 1995. Conflict Resolution: Public Relations Management: High-Tech Public Relations

Randle, Quint B., *Associate Professor*, PhD, Michigan State University, 2001. Magazines: New Media: Newspapers

Rawlins, Bradley L., *Associate Professor*, PhD, University of Alabama, 1995. Public Relations Theory: Organizational Behavior: Public Relations Ethics

Robinson, Thomas E., *Professor*, PhD, University of Southern Mississippi, 1996. Portrayal of the Elderly in Media Advertising

Thomsen, Steven R., *Professor*, PhD, University of Georgia, 1994. Media Effects: Media and Adolescent Socialization

Wakefield, Robert I., *Associate Professor*, PhD, University of Maryland, 1997. International Communication

Wilson, Laurie J., *Professor*, PhD, American University, 1988. Public Relations: Service Learning: International Communications

Worsham, Anne Golden, *Assistant Professor*, PhD, University of Utah, 2007. News Sources for Teenagers: Research Methodology

COMPUTER SCIENCE

Chair: Egbert, Parris K.

Associate Chair: Clement, Mark J.

Graduate Coordinator: Ventura, Dan
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THE PROGRAMS OF STUDY

The Department of Computer Science offers two degrees: an MS in Computer Science and a PhD in Computer Science.

The MS degree is designed to prepare students either to be technically capable of leading development teams in industrial software development or to be ready to continue on for a PhD. The PhD degree prepares students to be researchers and teachers either in industry or academia. Areas of particular emphasis are listed under Resources and Opportunities and under research faculty interests.

The expected duration of the MS program for full-time students who enter without deficiencies is one and a half years. Depending on the number of deficiencies, some students may require additional semesters. Students may not enter the PhD program with deficiencies. For full-time students in the PhD program, the expected duration is three years for those entering the program with an MS in computer science and from four to four and a half years for those entering without an MS in computer science. These expectations assume that students take a full graduate load and begin and complete the steps in their thesis or dissertation research in a timely manner.

Computer Science—MS

Mission Statement. Students in the Master of Science program in the Computer Science Department are prepared to be technical problem solvers, are competent in the state of

the art, and have mastered a particular aspect of Computer Science. All students are active in at least one of the Department's research labs and work closely with a faculty advisor in the completion of their M.S. thesis. Consequently, they are able to engage in further research where computers will have a significant impact. M.S. graduates are an asset to their employers as they demonstrate increased insight into solving problems, and are able to manage and complete significant projects. Graduates are prepared with a solid background in both theoretical foundations and practical training for the lifelong learning necessary in this fast-moving field.

Learning Outcomes. The three primary learning outcomes of this program are:

- Comprehension
- Students gain further breadth in Computer Science and develop some depth by mastery of an advanced topic.
- Students demonstrate an ability to read and understand the current literature
- Contribution
- Students have experience participating in current research in the field..
- Communication
- Students are able to write and communicate ideas well.

Requirements for Degree.

- Credit hours (30): minimum 24 course work hours plus 6 thesis hours (C S 699R).
- Required courses: determined in consultation with graduate committee.
- Thesis: departmental acceptance of

thesis proposal before beginning thesis research.

- Examinations: oral defense of thesis.
- While in the MS program, students are expected to make steady and satisfactory progress toward their degree. Progress reviews take place three times each year. Students who fail to make appropriate progress will be dropped from the program.

Computer Science—PhD

Mission Statement. Ph.D. students in the Computer Science Department are prepared to be technical problem solvers, are competent in the state of the art, and have mastered a particular aspect of Computer Science. They are trained to identify and clearly formulate problems, to develop and analyze algorithmic solutions, and to direct research. All Ph.D. students are active in one of the Department's research labs, working closely with a faculty advisor. Ph.D. graduates make a novel contribution to Computer Science in the form of a dissertation and scholarly publications. They are an asset to their employers, as they demonstrate increased insight into formulating and solving problems. Furthermore, they have the skills to see the discipline clearly and to lead out on their own. Graduates are prepared with a solid background in both theoretical foundations and practical training for the lifelong learning necessary in this fast-moving field.

Learning Outcomes. The three primary learning outcomes of this program are:

- Comprehension
- Students gain in-depth mastery of advanced topics, including Computer Science theory.
- Students can read and understand the current literature, assimilate and synthesize the current state-of-the-art, and understand the boundaries of knowledge in their

chosen field.

- Contribution
- Students will think deeply and originally about open problems in the field, suggest solution and pursue those solutions to their logical conclusions while developing further understanding of the underlying problems.
- Communication
- Students have experience teaching in the Computer Science discipline and in their specialization in particular.
- Students add to the dialog of the field by proposing new directions for research and producing multiple good publications.

Requirements for Degree.

- Credit hours (66): minimum 48 course work hours plus 18 hours of dissertation research (CS 799R). Course work must include C S 611 and may also include up to 30 hours of credit transferred from a completed MS degree.
- Qualifying process: (A) pass courses demonstrating broad proficiency in computer science and (B) produce and present a satisfactory research paper.
- Dissertation proposal: demonstrate preparedness to do dissertation research by (A) presenting an overview of the dissertation research area, and (B) proposing a research program within the context of this area.
- Dissertation
- Dissertation defense: make an oral presentation that defends the dissertation research.
- Residency: PhD students are expected to be resident for the full duration of their PhD program. Exceptions may be granted if the advisor and graduate committee approve (in advance) a leave of

absence.

- Teaching: all students must teach at least one course.
- While in the PhD program, students are expected to make steady and satisfactory progress toward their degree. Progress reviews take place three times each year. Students who fail to make appropriate progress will be dropped from the program.

FINANCIAL ASSISTANCE

The Computer Science Department recognizes that most students require financial assistance to remain in school. The department has funds in the following forms: teaching and research assistantships and tuition awards.

RESOURCES AND OPPORTUNITIES

The Computer Science Department offers research in the following areas:

Artificial intelligence and machine learning

Computational science and control

Computer networks, systems, and security

Data and text analytics

Graphics and computer vision

Human-computer interaction and software development

For more detailed information please see our Web site: www.cs.byu.edu

COURSE DESCRIPTIONS

C S

500. (C S-Chem-Geol-Math-MthEd-Phscs-Stat) Business Career Essentials in Science and Math. (1.5)

Prerequisite(s):

Introduction for science, math, and statistics majors to careers in industry. Project planning, oral and written business presentations, business accounting, and technology readiness.

501R. Advanced Topics in Computer Science. (1-3)

Prerequisite(s): Instructor's consent.

Advanced undergraduate- and graduate-level subjects as announced before each semester.

557. Computer-Aided Geometric Design. (3)

Prerequisite(s): C S 240, Math 343; or equivalents.

Free-form curves and surfaces; mathematical theory and algorithms. Bezier and B-spline curves and surfaces, subdivision surfaces, T-splines, free-form deformation, and intersection algorithms. Several programming projects.

586. Multiprocessor Programming and Verification. (3)

Prerequisite(s): C S 312 or equivalent.

The theory and practice of writing and verifying programs for multiprocessor and multi-core systems.

598R. Special Projects. (0.5-3)

Prerequisite(s): Instructor's consent.

601R. Special Topics in Computer Science. (3)

Prerequisite(s): Instructor's consent.

Special subjects as announced before each semester.

611. Theoretical Foundations of Computing. (3)

Prerequisite(s): CS 252 or equivalent; CS 312 or instructor's consent.

Proofs (deductive and inductive reasoning), computability (models of computability and computability issues), and complexity (time and space bounds, nondeterminism, and complexity classification).

613. Robust Control. (3)

Prerequisite(s): Math 313 or equivalent.

Introduction to the analysis and design of feedback systems guaranteed to perform well in spite of model uncertainty.

618. Computational Biology. (3)

Prerequisite(s): C S 240, 252, 312; or equivalents.

Algorithms for DNA sequence analysis. Heuristics analyzed and developed for NP-complete problems including alignment, phylogeny, secondary structure predictions, protein folding, and microarray analysis.

630. Advanced Programming Languages Theory. (3)

Prerequisite(s): C S 330 or equivalent.

Advanced coverage of the theory of the design, implementation, and semantics of programming languages and type systems.

650. Computer Vision 1. (3)

Prerequisite(s): CS 450 or equivalent.

Machine vision, image segmentation, mathematical morphology, image enhancement and filtering, edge detection, feature extraction, neighborhood operators, region growing, boundary detection, scene segmentation, and matching.

652. Information Extraction and Integration. (3)

Prerequisite(s): C S 452 (or equivalent) and/or 553.

Information extraction from structured, semistructured, and unstructured documents, including Web documents; integrating heterogeneous source information; theoretical foundations of information modeling; topics of current interest.

653. Information Retrieval. (3)

Prerequisite(s): CS 236 or equivalent.

IR modeling, IR query languages, text indexing and searching, retrieval evaluation, query and text operations, parallel and distributed IR, Web searching.

655. Advanced Computer Graphics. (3)

Prerequisite(s): CS 455 or instructor's consent.

Advanced computer graphics systems programming and architecture, including ray tracing, radiosity, animation, and physically based modeling.

656. Interactive Software Systems. (3)

Prerequisite(s): CS 330, 456; or instructor's consent.

Advanced techniques for interacting with humans using pen-based, speech-based, hand-held, wall-sized, and room-sized devices. Embedding computing in everyday objects.

658. Computer Generated Natural Phenomena. (3)

Prerequisite(s): C S 455 or instructor's consent.

Algorithms which model natural phenomena for use in computer-generated images and animation, including visually plausible models of plants, terrain, fluids, and the sky.

660. Computer Networks. (3)

Prerequisite(s): CS 460 or equivalent.

Computer networking, software architecture, organization, protocols, routing, global networks, local networks, internetworking, standards, and applications.

665. Advanced Computer Security. (3)

Prerequisite(s): CS 465 or instructor's consent.

Authentication and authorization using digital credentials.

670. Multi-Agent Systems. (3)

Prerequisite(s): CS 470 or equivalent; CS 478 or instructor's consent.

Introduction to fundamental concepts emphasizing current literature. Topics include game theory, repeated play games, Arrow's impossibility theorem, negotiation, search, and learning.

673. Computational Creativity. (3)

Prerequisite(s): C S 470 or 478 or instructor's consent.

Project-based course for understanding creativity as a way to increase the robustness of intelligent systems while applying AI/ML tools to challenging problems.

676. Advanced Topics in Data Mining. (3)

Prerequisite(s): C S 478 or equivalent.

Data mining process, data warehousing concepts, text mining, ethical issues, meta-learning, and key success factors.

677. Bayesian Methods in Computer Science. (3)

Prerequisite(s): CS 470 or instructor's consent.

Applying Bayesian methods useful for incorporating confidence or belief into problems in computer science, allowing computers to better handle uncertainty.

678. Advanced Neural Networks and Machine Learning. (3)

Prerequisite(s): CS 478 or equivalent.

Advanced models, algorithms, and approaches in neural networks and machine learning.

679. Advanced Natural Language Processing. (3)

Prerequisite(s): One or more of C S 401R, 478, 479, 677, Stat 551, 651 (or equivalents).

Exploratory data analysis in large collections of text particularly emphasizing techniques for text classification, text clustering, and topic identification.

686. Advanced Model Checking. (3)

Prerequisite(s): CS 486 or equivalent.

Techniques for managing state explosion and specialized algorithms for verifying classes of infinite state systems.

699R. Master's Thesis. (0.5-6)

Prerequisite(s): Committee chair's consent.

705. Scholarship in Computer Science. (3)

Prerequisite(s): Instructor's consent.

Computer science scholarship, including research methods, literature review, course instruction, and writing, presenting, and evaluation of computer science research work.

COMPUTER SCIENCE

712R. Topics in Algorithmic Decision Processes. (1-3)

Prerequisite(s): C S 412 and instructor's consent.

Latest research in the field of algorithmic decision processes. Recent papers read, presented, and discussed.

750. Computer Vision 2. (3)

Prerequisite(s): CS 650.

Advanced topics in computer vision: radiometric model; photometric stereo; shape from shading; monocular, binocular models; perspective projective geometry; image matching; depth from stereo; exterior, relative, interior, absolute orientation; optical flow.

751R. Advanced Topics in Database Systems. (3)

Prerequisite(s): graduate standing and instructor's consent.

755R. Topics in Computer Graphics. (3)

Prerequisite(s): C S 655 and instructor's consent.

Latest research in the field of computer graphics. Recent papers read, presented, and discussed.

765R. Advanced Topics in Computer Security. (3)

Prerequisite(s): C S 665.

Advanced topics and reading in computer security.

778R. Topics in Neural Networks and Machine Learning. (3)

Prerequisite(s): CS 678.

Advanced topics and readings in neural networks and machine learning.

786R. Readings in Model Checking. (3)

Prerequisite(s): CS 686.

Focused readings and projects as suggested by class interest and current trends.

799R. Doctoral Dissertation. (0.5-18)

Prerequisite(s): Committee chair's consent.

FACULTY

Barrett, William A., *Professor*, PhD, University of Utah, 1978. Computer Vision: Image Processing: Pattern Recognition

Burton, Robert P., *Professor*, PhD, University of Utah, 1973. Hyperdimensional Computer Graphics: Visualization

Clement, Mark J., *Professor*, PhD, Oregon State University, 1994. Parallel Processing: Bioinformatics: Computational Sciences

Egbert, Parris K., *Professor*, PhD, University of Illinois, 1992. Computer Graphics: Visualization: Virtual Reality: Animation

Embley, David W., *Professor*, PhD, University of Illinois, 1976. Database Systems: Conceptual Modeling: Information Extraction

Flanagan, J. Kelly, *Professor*, PhD, Brigham Young University, 1993. Computer Architecture: Performance Evaluation: Digital System Design

Giraud-Carrier, Christophe G, *Associate Professor*, PhD, Brigham Young University, 1994. Data Mining: Machine Learning: Computational Health Science

Goodrich, Michael A., *Professor*, PhD, Brigham Young University, 1996. Human-Robot Interaction: Artificial Intelligence

Jones, Michael D., *Associate Professor*, PhD, University of Utah, 2001. Computer Generated Natural Phenomena: Computer Graphics: Animation

Knutson, Charles D., *Associate Professor*, PhD, Oregon State University, 1998. Software Engineering: Software Patterns: Multiparadigm Design

Martinez, Tony, *Professor*, PhD, University of California, Los Angeles, 1986. Machine Learning: Neural Networks

McCarthy, Jay, *Assistant Professor*, PhD, Brown University, 2008. Programming Languages: Compilers: Software Verification

Mercer, Eric G., *Associate Professor*, PhD, University of Utah, 2002. Software Testing, Debug, Verification, and Analysis

Morse, Bryan S., *Professor*, PhD, University of North Carolina, 1994. Computational Vision: Image Processing: Medical Imaging: Computer Graphics

Ng, Dennis, *Associate Professor*, PhD, Kansas State University, 1991. Information Retrieval, Database System

Olsen, Dan R., *Professor*, PhD, University of Pennsylvania, 1981. Human-Computer Interfaces: Programming Environments: Computer Graphics

Ringger, Eric K., *Associate Professor*, PhD, University of Rochester, 2000. Natural Language Processing: Text Mining

Seamons, Kent E., *Associate Professor*, PhD, University of Illinois, 1996. Security: Privacy: Usable Security

Sederberg, Thomas W., *Professor*, PhD, Purdue University, 1983. Computer Graphics: Computer-Aided Geometric Design

Seppi, Kevin, *Associate Professor*, PhD, University of Texas, 1990. Bayesian and Other Models for Artificially Intelligent Decision Making

Snell, Quinn O., *Associate Professor*, PhD, Iowa State University, 1997. Parallel Programming: Bioinformatics: Computational Sciences

Ventura, Dan, *Associate Professor*, PhD, Brigham Young University, 1998. Machine Learning: Artificial Intelligence: Computational Creativity

Warnick, Sean C., *Associate Professor*, PhD, Massachusetts Institute of Technology, 2003. Control Theory: Optimization: Information and Decision Algorithms

Woodfield, Scott N., *Professor*, PhD, Purdue University, 1980. Software Design; Reusability; Software Engineering

Zappala, Daniel M. A., *Associate Professor*, PhD, University of Southern California, 1990. Computer Networks: Wireless Networking, Internet Applications and Infrastructure

COUNSELING PSYCHOLOGY AND SPECIAL EDUCATION

Chair: Smith, Timothy B.
School Psychology Graduate Coordinator: Young, Ellie L.
(801) 422-1593

Special Education Graduate Coordinator: Dyches, Tina T.
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Counseling Psychology Graduate Coordinator: Jackson, Aaron P.
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(801) 422-3857

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THE PROGRAMS OF STUDY

The Department of Counseling Psychology and Special Education prepares educators and professionals who work primarily with individuals or small groups. The programs offered in the department all pursue at least two common goals. The first is to help individuals enhance the quality of their lives through meaningful personal, educational, and career development. A second common goal is to assist people in overcoming barriers to learning and to experience success and happiness in life. These barriers include difficulty in thinking, reading, studying, learning, making decisions, relating to others, and understanding the impact of their behavior, and so forth.

Faculty implement a scientist-practitioner model through which students and faculty enhance science and learning through research and inquiry. Further, in dealing with those whom they serve, students apply the principles learned. Since their work is often highly personal, it is essential that students possess and develop integrity, using professional standards of ethical conduct. They must also develop the knowledge and skills essential to promote positive change in individuals struggling with important aspects of their lives. The settings in which graduates typically serve include public and private schools, colleges, and universities.

Each program assists students in planning individual course work, receiving supervised practical experience, and obtaining appropriate credentials (certification and licensure).

Three degrees are offered through the Department of Counseling Psychology and Special Education: Special Education—MS; School Psychology—EdS; and Counseling Psychology—PhD.

The average number of students admitted each year varies by program as follows:

Special Education 10

School Psychology 11

Counseling Psychology 6

Special Education—MS

The program in special education prepares graduate students to provide collaborative leadership to foster the moral development and improve learning and social competence of exceptional children with challenging behaviors. In order to prepare special educators to work collaboratively with multidisciplinary teams in their schools, the program models cooperative teaming and teaching with faculty and students in School Psychology and Teacher Education.

Although the focus of the program is to enhance the knowledge and skills of currently practicing special educators, expectations for research-based practices are integrated into the program, culminating in a written thesis.

Courses are taught in the evenings to accommodate school teachers' schedules during Fall, Winter, and Spring. Summer enrollment is also required.

Requirements for Degree.

- Credit hours: 36 hours minimum.
- Required courses: consult area program documents.
- Residence: part-time evening class attendance; required Spring/Summer term enrollment.
- Examinations: oral defense of thesis and comprehensive evaluation

COUNSELING PSYCHOLOGY AND SPECIAL EDUCATION

of content knowledge.

School Psychology—EdS

The EdS degree in school psychology prepares students to pursue credentialing as school psychologists in K–12 educational settings and is approved by the National Association of School Psychologists (NASP) through December 2012 (with re-approval requested during 2012). Knowledge and competency areas include counseling (individual and group); responsive services; consultation with parents, teachers, school administrators, and other professionals; child and adolescent emotional and social needs; learning theory; promotion of healthy growth and development; prevention and early intervention; assessment leading to intervention with educational, personal/ social, career, and mental health issues; multicultural counseling; historical and educational foundations; professional roles and expectations; ethics; family and institutional systems; and research and evaluation.

This thesis program requires full-time day attendance. Students are placed in practicum early in the program. The 1200-hour internship is completed at sites where psychological and educational services are provided under the supervision of an appropriately credentialed school psychologist and a university faculty supervisor.

Requirements for Degree.

- Credit hours: minimum 70 hours of approved course work including practica, internship, and thesis hours.
- Required courses: consult department program documents.
- Residence: full-time day attendance first two years, followed by a 1200-hour internship in a school setting.
- Examination: PRAXIS exam and portfolio.
- Internship: see department pro-

gram documents for specifics.

Counseling Psychology—PhD

The PhD in counseling psychology is fully accredited by the American Psychological Association (Committee on Accreditation), 750 First Street NE, Washington, DC 20002; phone: (202) 336-5979; fax: (202) 336-5978. It is psychological in nature and is based on the scientist-practitioner model of training. The scientist-practitioner model is an integrated approach to training that acknowledges the interdependence of theory, research, and practice.

The counseling psychology program at BYU emphasizes the educational, developmental, and preventive functions of counseling psychologists and counselor educators. Students are primarily prepared to work as counseling psychologists in counseling centers and in academic departments in university and college settings. Students are also prepared to make remedial interventions. Graduates typically accept positions as counselors or psychologists in college or university counseling centers or as scholars/faculty members in counseling psychology or counselor education programs. Others serve in agencies or private practice as licensed psychologists.

Requirements for Degree.

- Credit hours: 106 plus dissertation and internship.
- Required courses: consult department program documents.
- Residence: minimum two consecutive full-time semesters while matriculated in the doctoral program (minimum 6 credit hours each semester) on the BYU Provo campus.
- Skill requirement: consult department.
- Pre-doctoral internship (2,000 hours).
- Dissertation.
- Examinations: (A) counseling

performance evaluations; (B) written comprehensive examination at completion of course work; (C) oral defense of dissertation.

FINANCIAL ASSISTANCE

Graduate Assistantships. Graduate assistantships include working with selected faculty members on research projects, curriculum development, and other assignments for 5 to 20 hours per week. Several other organizations on campus, such as the Counseling and Career Center, often request students to serve as graduate assistants.

CPSE Partial-Tuition Scholarships. Applications are awarded on the basis of scholarship and financial need. Contact the department secretary for application forms, deadlines, and additional information about departmental financial assistance.

MSE Scholarships. A small number of modest, specific-interest scholarships are also available. Students may apply through the McKay School of Education at education.byu.edu/deans/scholarships.

University Financial Aid and Scholarships. Other sources of financial aid are available to students through the Financial Aid Office, A-41 ASB, Provo, UT 84602-1009. International students can contact the Multicultural Students Services Office at internationalservices.byu.edu, then select the “Scholarship” tab.

BYU Graduate Studies offers several sources for support such as Graduate Mentoring Awards and Graduate Student Research Fellowship Awards.

RESOURCES AND OPPORTUNITIES

Computer Laboratories. Computer laboratories provide graduate students access to the university’s computers, enabling students to use several programs, such as SPSS and SAS, to analyze research data. These

terminals also permit access to the Internet, library databases, etc. Wireless connections are also available in many locations on campus.

Graduate Student Project and Research Laboratory. Space is provided for graduate students who are working with faculty on research, evaluation, and development projects.

Study Areas. Graduate study areas are available in the CPSE Graduate Lab, the McKay School of Education Technology Education Computing Lab, and the Harold B. Lee Library.

For a more detailed description of the graduate program requirements, view the department Web page.

COURSE DESCRIPTIONS

CPSE

580R. Directed Observation in the Schools. (0.5-3)
Prerequisite(s): instructor's consent.

589R. Current Topics in Special Education. (0.5-3)
Prerequisite(s): Instructor's consent.

589R. Gifted and Talented: Social and Emotional Needs of the Gifted Student. (3)
Prerequisite(s): Instructor's consent.
Social and emotional issues facing gifted and talented individuals. Current research, basic counseling techniques, and affective classroom strategies. Topics include perfectionism, motivation, underachievement, self-esteem, depression, stress management, and over-excitability.

601. Current Issues and Research in Special Education. (3)
Prerequisite(s): Admission to special education master's program or instructor's consent.
Current issues in special education and related research.

602. Child Social/Emotional Assessment and Intervention. (3)
Prerequisite(s):
Etiology and diagnosis of dysfunctional behavior and maladjustment, with interventions for school-age children and adolescents. DSM-IV and IDEA diagnostic systems.

605. Ethics, Professional Roles, and Standards. (3)
Prerequisite(s): Admission to one of the CPSE graduate programs.
Introduction to the profession of school psychology; ethics, professional roles, and standards of practice, focusing particularly on school-based settings.

606. Psychoeducational Foundations. (3)
Prerequisite(s):
Basic educational and counseling philosophy; tests and measurement theory; professional roles and challenges; the school counselor-psychologists' personal impact on students and programs.

607. Bilingual Assessment. (3)
Prerequisite(s): CPSE graduate major status.
Assessment and educational intervention for children from non-English-language and other diverse backgrounds. Utilizing nonverbal and alternative forms of assessment.

608. Biological Basis of Behavior. (3)
Prerequisite(s): CPSE graduate major status.
Biological basis of human behavior: relationship between neurological processes and behavior; medications used in treating various disorders.

609. Academic Assessment and Interventions. (3)
Prerequisite(s): CPSE 532 or equivalent.
Curriculum-based evaluation integrated with standardized academic assessment. Students conduct assessments, develop, implement, and monitor research-based interventions.

610. Consultation Within School and Family Systems. (3)
Prerequisite(s):
Models and methods of consultation with teachers, parents, and professionals.

612. Academic Interventions for Children with Learning Problems. (3)
Prerequisite(s): Admission into a CPSE graduate program.
Targeting academic needs, setting goals, developing research-based interventions, and monitoring progress to strengthen student academic achievement in the areas of reading, writing, and math.

614. Behavioral Assessment and Intervention. (3)
Prerequisite(s):
Functional assessment of behaviors using formal and informal behavioral observations. Utilizing collected data to develop and monitor behavioral interventions.

615. Problem Solving for Social and Emotional Interventions. (3)
Prerequisite(s):
Principles, procedures, and strategies for classroom behavior management, social skills development, assessing social behavior, and learning environment enhancement through case studies and problem solving.

618. Legal Issues in Special Education. (3)
Prerequisite(s): Admission to special education master's program or instructor's consent.
Laws, regulations, and civil court actions in determining services for students with disabilities. Policy issues and problem solving using a legal reference for decision making.

622. Theories of Learning and Cognition. (3)
Prerequisite(s):
Learning and cognitive development theories and their application to attitudinal and behavioral change.

COUNSELING PSYCHOLOGY AND SPECIAL EDUCATION

644. Career Development and Assessment. (3)

Prerequisite(s):

Theories of career development in lifespan and career counseling. Assessing interests, values, and other characteristics related to career decision making.

646. Counseling Theory and Interventions. (3)

Prerequisite(s):

Various theories of counseling, current research, processes, and micro-skills training for interviewing and relationship building.

647. Psychometric Foundations and Assessment of Intelligence. (3)

Prerequisite(s): Admission to graduate study in counseling/school psychology or counseling psychology.

Testing and measurement theory and experience in administering, scoring, and interpreting various standardized and individual intelligence tests.

648. Group Counseling and Intervention. (3)

Prerequisite(s):

Primarily group approaches to personal and social counseling and guidance, including skill-streaming groups, divorce and loss groups, parent education groups, grief therapy interventions, and problem-focused interventions.

649. Human Growth and Development. (3)

Prerequisite(s):

Psychoeducational aspects of developmental theory across the life span, including psychosocial, moral, ego, cognitive, faith, and identity. Developmental implications in the counseling process.

650. Social Psychology. (3)

Prerequisite(s):

Current theories and research on social interactions and their implications for understanding human thoughts, feelings, and behavior.

655. Crisis Intervention. (3)

Prerequisite(s):

Human crises; preventive, developmental, and remedial interventions within school and family systems.

656. Spiritual Values and Methods in Psychotherapy. (3)

Prerequisite(s):

Spiritual values and perspectives, issues, and approaches in counseling and psychotherapy.

672. Empirical Inquiry. (3)

Prerequisite(s):

Introduction to empirical research. Designing, conducting, analyzing, reporting, and evaluating research studies in counseling, school psychology, and related areas.

673. Single-Subject Research Design. (3)

Prerequisite(s): Admission to special education master's program or instructor's consent.

Application of applied behavior analysis in designing and conducting single-subject research in school and other applied settings.

678R. Practicum in School Psychology. (1-3)

Prerequisite(s): Admission into a CPSE graduate program.

Supervised experiences in observing, planning, and implementing effective assessment, intervention, and monitoring strategies in school settings.

679R. Practicum in Counseling Psychology. (1-3)

Prerequisite(s): Admission into a CPSE graduate program.

Clinical experience in individual counseling, group counseling, consultation, testing, in-service, career and education guidance, and/or therapeutic interventions in an educational setting under supervision.

688R. Academic Internship. (1-3)

Prerequisite(s): CPSE 679R.

Practical experience in a public school setting.

688R. Internship: School Psychology. (3)

Prerequisite(s): CPSE 679R.

Concluding supervised practical experience in assessment, counseling, and interventions in a school setting. Testing, consultation, and other activities of the school psychologist.

690R. Seminar. (0.5-4)

Prerequisite(s):

Check current class schedule for seminar topics.

692R. Advanced Topics in Special Education. (0.5-3)

Prerequisite(s):

693R. Directed Individual Study. (0.5-3)

Prerequisite(s): instructor's consent.

697R. Special Projects. (0.5-6)

Prerequisite(s): Stat 552 and CPSE 672 or equivalent.

699R. Master's Thesis. (0.5-6)

Prerequisite(s):

702. Philosophy and Theories in Counseling Psychology. (3)

Prerequisite(s):

Introduction to counseling psychology. Philosophical assumptions and theoretical perspectives. Integration of science and practice within a consistent philosophical framework.

710. Ethical/Legal Standards and Issues. (3)

Prerequisite(s):

Ethical and legal standards and issues in the helping professions.

715. Diagnosis and Treatment of Mental Disorders. (3)

Prerequisite(s):

Diagnosis, classification, and treatment of emotional problems and mental disorders.

725. Objective and Projective Personality Assessment. (3)

Prerequisite(s): instructor's consent.

Objective assessment of personality (including MMPI) as well as projective techniques (including TAT). Pragmatic psychological report writing.

744. Advanced Career Counseling. (3)

Prerequisite(s):

Survey of current research in career psychology. Advanced career counseling techniques focusing on the interface between career and personal issues and the use of assessment.

746. Supervision and Consultation Theory. (3)

Prerequisite(s):

Theoretical models and approaches to consultation and supervision of counseling; practice in supervising counselors in training.

748. Advanced Theory of Group Counseling. (3)

Prerequisite(s):

Theory and methods of group counseling; advanced skills in conducting group therapy.

749. Data Analysis and Statistics. (3)

Prerequisite(s):

Use of SPSS as a quantitative research tool. Conceptual integration of statistics and research design.

750. Research Theory and Methods in Counseling Psychology. (3)

Prerequisite(s): CPSE 672; Stat 510; admission to PhD program in counseling psychology.

Advanced counseling process and outcome research methods. Includes between groups, within-subjects experimental designs; quasi-experimental and times series designs; discovery-oriented, small N, and qualitative research strategies.

751. Counseling Multicultural and Diverse Populations. (3)

Prerequisite(s):

Multicultural competency training on issues of race, ethnicity, gender, sexual orientation, age, socioeconomic status, disability, and religion. Knowledge, skills, and awareness applied to counseling.

776R. Advanced Practicum 1: Counseling Psychology. (0.5-3)

Prerequisite(s): Admission to graduate study in counseling psychology.

Clinical experiences conducted primarily through collaboration with BYU's Counseling and Career Center and focusing on career and educational counseling.

777R. Advanced Practicum 2: Counseling Psychology. (0.5-3)

Prerequisite(s): Admission to graduate study in counseling psychology.

Clinical experiences and psychotherapeutic training conducted primarily through collaboration with BYU's Counseling and Career Center.

778R. Counseling Psychology Clerkship. (1-3)

Prerequisite(s): Admittance into doctoral program in counseling psychology.

Clinical experiences and psychotherapeutic training conducted off campus in an approved community agency clinical setting.

779R. University Teaching Practicum. (3)

Prerequisite(s): Admission to graduate study in counseling psychology.

University teaching under supervision of a faculty member, including teaching or team teaching an undergraduate course and/or team teaching a master's level course (or portions of courses).

788R. Predoctoral Counseling Psychology Internship. (1-9)

Prerequisite(s): CPSE 779R, all other course work, and comprehensive examinations.

One calendar year of full-time or two years of half-time supervised clinical counseling and psychotherapy for a total of 2,000 clock hours.

790R. Advanced Seminar. (0.5-3)

Prerequisite(s): Admission to graduate work.

799R. Doctoral Dissertation. (0.5-9)

Prerequisite(s): Completion of skill requirements.

Formal report and defense of substantive research topic designed to make an original contribution to knowledge in the field.

FACULTY

Anderson, Darlene H., *Adjunct Assistant Professor*, PhD, Utah State University, 2002. Positive Behavior Support: Secondary Students with Mild/Moderate Disabilities: Teacher Education

Ashbaker, Betty Y., *Associate Professor*, PhD, Brigham Young University, 1982. Paraeducation: Team Teaching

Beecher, Mark E., *Clinical Professor*, PhD, Brigham Young University, 1998. Individual and Group Psychotherapy: Disabilities: Psychological and Psychoeducational Assessment

Caldarella, Paul, *Associate Professor*, PhD, Utah State University, 1998. Social Skills: Behavioral Assessment and Intervention

Dyches, Tina T., *Associate Professor*, EdD, Illinois State University, 1995. Severe Disabilities, Family Adaptation to Disability

Fischer, Lane, *Associate Professor*, PhD, University of Minnesota, 1991. Counseling: School Psychology

Gibb, Gordon S., *Associate Professor*, PhD, University of Utah, 1994. Mild/Moderate Disabilities

Gleave, Robert L., *Clinical Professor*, PhD, Brigham Young University, 1981. Postmodern Thought: Group Work and Research

Hardman, Randy, *Clinical Professor*, PhD, Brigham Young University, 1984. Spiritual Approaches in Psychotherapy: Eating Disorders Treatment and Assessment

Heath, Melissa Allen, *Associate Professor*, PhD, Texas A&M University, 1996. Conflict and Violence: Crisis Management, Parent Training

Jackson, Aaron P., *Associate Professor*, PhD, University of Missouri, Columbia, 1993. Career Development of Native Americans: Counseling Philosophy and Theories

Marchant, Michelle, *Associate Professor*, PhD, Utah State University, 2000. Emotional/Behavior Disorders

Prater, Mary Anne, *Professor*, PhD, Utah State University, 1987. Mild/Moderate Disabilities: Multicultural Special Education

Richards, P. Scott, *Professor*, PhD, University of Minnesota, 1988. Religion and Mental Health: Spirituality and Psychotherapy: Research Methods

Scharman, Janet S., *Associate Clinical Professor*, PhD, University of Utah, 1992. School Counseling: Individual and Group Counseling: Qualitative Research Methods: Student Development

Smith, Timothy B., *Professor*, PhD, Utah State University, 1997. Multicultural Psychology: Spirituality: Quality Relationships

Williams, Marleen S., *Clinical Professor*, PhD, Brigham Young University, 1993. Diagnosis and Treatment of Dysfunctional Behavior: Women's Issues in Mental Health and Counseling Psychology: Religious Issues in Counseling

Young, Ellie L., *Associate Professor*, PhD, University of South Florida, 2001. Gender Issues in Education: Self-Concept

Young, K. Richard, *Professor*, PhD, University of Utah, 1973. Educational Psychology: Emotional/Behavioral Disorders: At-Risk Youth and Dysfunctional Families

EDUCATIONAL INQUIRY, MEASUREMENT, AND EVALUATION

Graduate Coordinator: Sudweeks, Richard R.

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Provo, UT 84602-5095
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Web site: <http://education.byu.edu/eime>

THE PROGRAMS OF STUDY

This is an inter-departmental PhD program offered by the David O. McKay School of Education. The program is designed to prepare graduates who have the knowledge, expertise, experience, and character traits necessary to work productively as researchers, evaluators, policy analysts, assessment specialists, and/or professors in a variety of settings including (a) universities, (b) federal, state, and local education agencies, (c) private research and evaluation firms, and (d) testing companies.

Educational Inquiry, Measurement and Evaluation—PhD

Students are expected to complete 71 credit hours in the following categories:

- Required courses (21 credit hours): EdLF 650, 775; EdLF 646, IP&T 656, or CPSE 690R; IP&T 650 or Soc 605; IP&T 682, 752, 761
- Elective methods courses (12 credit hours)

Students are expected to complete a coherent set of at least four elective courses selected from the categories listed below. Unless directed otherwise by their committee, students should complete at least one course in the Designs for Inquiry category plus at least one course in the Qualitative and Quantitative Methods category. Students may enroll for directed individual study on a selected

topic in any category in which they have already completed at least one course.

1. *Foundations of Inquiry in Education*
EIME 630; EdLF 755, 655, 658, 622, 722

2. *Designs for Inquiry (at least one course must be completed in this area)*

EIME 720; IP&T 674R; CPSE 673; EdLF 645; TED 698R

3. *Qualitative and Quantitative Methods (one course must be completed in this area)*

Soc 706R; EdLF 678 or IPT 756; CPSE 749; Stat 611; IP&T 674R

4. *Educational Measurement and Evaluation*

IP&T 654; EdLF 621; IP&T 674R or P Mgt 628

- Content Area Specialty (12 credit hours)

Each student is expected to choose a content area specialty from one of the four options listed below. Students are expected to complete at least four courses within their chosen area of focus including one or two required courses depending on the specialty area selected.

1. *The Preparation and Development of Educators*

Required courses: 6 credit hours including TED 660 and TED 601

Elective courses: At least 6 additional credit hours selected from the following

TEd 661, 662, 664, 665, 793R, EdLF 627, 659, 729, 755, 762, 694R

2. *Language, Literacy, and Communication*

Required courses: 6 credit hours including TED 620 plus either TED 627 or TED 633

Elective courses: At least 6 additional credits selected from the following

TEd 603, 622, 623, 748, 740, 742, 743, 748, 793R; ComD 601, 630, 679; EdLF 657, 694R; Ling 641, 660, 672

3. Learning and Instruction

Required courses: 6 credit hours including one of these three (CPSE 622, IP&T 620, or TED 602) plus IP&T 750

Elective courses: At least 6 additional credit hours selected from the following

CPSE 612, 621, 693R; IP&T 520, 564, 664, 692R, 693R

4. Social-emotional Development and Intervention

Required course: CPSE 615 (3 credit hours)

Elective courses: At least 9 additional credit hours selected from the following

CPSE 602, 603, 604, 614, 649, 693R; EdLF 614; TEEd 604, 661, 793R; MFHD 623, 660

- Seminar (2 credit hours)

Students are expected to enroll in the weekly seminar (EIME 690R) in each fall and winter semester during their first two years in the program. Students earn 0.5 credits per semester.

- Internships (6 credit hours)

After completing their coursework, each student will be expected to participate in two 3-credit internships or apprenticeships selected from EIME 781, 782, 783, 784, 785, or 786. Internship placements will be based on the interests of each student as well as the needs of the sponsoring agency. Applications must be submitted in writing and approved by both the students' graduate advisory committee and the EIME advisory council prior to beginning the experience.

- Dissertation: (EIME 799R: 18 credit hours)

FINANCIAL ASSISTANCE

Students admitted to this program are required to be enrolled as full-time, resident students. Financial assistance is offered in the form of tuition stipends and research assis-

tantships (20 hours per week).

COURSE DESCRIPTIONS

Most courses in this inter-departmental program are offered under the auspices of the five departments in the David O. McKay School of Education. Hence, the course descriptions are listed in the sections of this catalog for each of these respective departments:

Teacher Education (TEd)

Educational Leadership and Foundations (EdLF)

Counseling Psychology and Special Education (CPSE)

Communication Disorders (ComD)

Instructional Psychology and Technology (IP&T)

EIME electives offered by departments outside of the McKay School of Education are also listed in other sections of this catalog. These departments include the following:

George Romney Institute of Public Management (P Mgt)

Linguistics (Ling)

Marriage, Family, and Human Development (MFHD)

Sociology (Soc)

Statistics (Stat)

The following courses are specific to the EIME program.

EIME

630. Philosophical and Psychological Foundations of Inquiry in Education. (3)

Prerequisite(s):

The formative ideas in philosophy and psychology used to conduct and evaluate scholarly inquiry in education. Includes basic issues, inquiry methods, and forms of scholarly analysis.

690R. Seminar. (0.5)

Prerequisite(s): Enrollment in the EIME program.

Weekly seminar with EMIE faculty and other professionals engaged in conducting research, measurement, evaluation, or policy analysis projects.

693R. Directed Independent Study. (1-3)

Prerequisite(s):

Faculty-supervised readings as arranged by student.

720. Design-Based Research Methods in Education. (3)

Prerequisite(s):

Principles of formative experimentation in studying developing interventions in natural contexts. Challenges of selecting and integrating inquiry methods, resolving implementation problems, linking programmatic variables to theory, assessing effects, and drawing valid conclusions.

781. Internship in Educational Research. (3)

Prerequisite(s): IP&T 682 plus at least three other courses in research methods and statistical analysis.

Mentored, applied experience working on educational research projects for a college, university, government agency, foundation, or private company.

782. Internship in Educational Measurement and Assessment. (3)

Prerequisite(s): IP&T 652, 752, 754.

Mentored, applied experience working for a company or government agency that develops tests or administers testing programs. Written reports required.

783. Internship in Educational Evaluation. (3)

Prerequisite(s): IP&T 661 or EdLF 665; IP&T 761.

Mentored, applied experience working as an evaluator for a college, university, government agency, or private company that conducts evaluations for clients.

EDUCATIONAL LEADERSHIP AND FOUNDATIONS

784. Internship in Educational Policy Analysis. (3)

Prerequisite(s): EdLF 621, 622, 650.

Mentored, applied experience working in policy analysis for a government agency, private company, or foundation.

785. University Teaching Apprenticeship. (3)

Prerequisite(s): Advisor and department chair's consent.

Mentored experience teaching a university course.

786. Design and Analysis Consulting Apprenticeship. (3)

Prerequisite(s): IP&T 650, 674R, 682, EdLF 645.

Mentored, applied experience working as a design and analysis consultant for a university.

799R. Dissertation. (1-18)

Prerequisite(s): Successful completion of required course work.

Successfully complete and defend a dissertation.

COORDINATING COUNCIL

A coordinating council provides direction and oversight to the program. This council currently includes the following members:

Barbara Culatta, Associate Dean,
David O. McKay School of Education
Richard R Sudweeks, Program
Director

Roni Jo Draper, Teacher Education
Department

Lane Fischer, Counseling Psychology
and Special Education Department

Steven J. Hite, Educational Leadership
and Foundations Department

David L. McPherson, Communication
Disorders Department

David D. Williams, Instructional
Psychology and Technology Department

Robert V. Bullough, Jr., Center for
the Improvement of Teacher Education
and Schooling

Joseph A. Olsen, Assistant Dean,
College of Family, Home, and Social
Sciences

Gary Seastrand, BYU Public School
Partnership

FACULTY

The EIME program draws graduate faculty from each of the five departments within the McKay School of Education and from other arts and sciences departments at the university.

EDUCATIONAL LEADERSHIP AND FOUNDATIONS

Chair: Hilton, Sterling C.

Graduate Coordinator: Ferrin, Scott E.

306 MCKB

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THE PROGRAMS OF STUDY

Our vision is to improve life conditions and opportunities for individuals, families, and communities worldwide.

Our mission is to improve the equity and quality of teaching and learning environments throughout the world. We accomplish this mission through the integration of research, teaching, and service to strengthen educational opportunities for all people worldwide. This integrated mission is threefold:

- Explore and expand the knowledge of educational theory, policy, practice, and leadership.
- Foster the growth of educational leaders of faith and character who possess the requisite knowledge, skills, and dispositions.
- Build the capacity of individuals, families, communities, states, and nations to identify and solve education problems.

The Department of Educational Leadership and Foundations currently offers the EdD. and the MEd. in Educational Leadership. Students may be admitted for graduate study on a part- or full-time basis for the MEd. EdD students will be cohorted, with all coursework offered on a weekend and summer basis.

Educational Leadership—MEd

The EDLF Department offers the M.Ed. in Educational Leadership through the School Leadership

Program. This program prepares individuals to be competent, caring and qualified educational leaders who have a compelling sense of purpose for continuous improvement of schools and learning for all students. The program of study is designed to give the student a solid theoretical and practical foundation and provides the knowledge and skills to facilitate, motivate, and lead high levels of learning for all students and teachers. This program facilitates the completion of the State-required administrative internship and can provide recommendation for State administrative licensure. Graduates of the School Leadership Program can serve as leaders in educational institutions, in positions of responsibility, such as principals, directors, and superintendents in public and private organizations.

Students have the choice between a full-time track - the Leadership Preparation Program (LPP) - and a part-time track - the Executive School Leadership (ExSL). The MEd. program is designed to be completed in one to two years; however, all work must be completed within five years.

A joint JD/MEd degree program is available.

Requirements for Degree.

- Credit hours: 41-43
- Required courses: consult program curriculum list: http://education.byu.edu/edlf/programs/school_leadership/curriculum.html, and in Student Program Handbook, <http://education.byu.edu/edlf/documents/2011-2012leaderhandbook.pdf>
- Study list: to be submitted by end of first semester
- Credit limitations: EdLF 515R or extension credit will not be counted toward a degree program
- Comprehensive examination: required upon completion of course requirements
- Internship and project required

Requirements for Minimum

Registration. Following admission to the MEd program, students will be expected to work continuously toward completion of all requirements for the degree. The University requires that students complete at least 6 semester hours of approved program credit during each academic year (September 1 to August 31). Students are permitted five years to complete the M.Ed. degree program and graduate.

Requirements for Administrative/Supervisory License in Addition to Master's Degree. To become a school site administrator, and for certain district office positions in Utah, the administrative/supervisory license is required. The administrative/supervisory license, an endorsement to the teaching certificate, requires Level II Teaching License, the completion of the Educational Leadership master's degree (including the completion of the administrative internship), and a successful Administrative Praxis exam score. Students completing all licensure requirements may apply to the Department for a letter of recommendation for licensure to be submitted to the Utah State Office of Education.

Educational Leadership—EdD

The Ed.D. program in Educational Leadership and Foundations provides a fresh and powerful learning environment for mid-career in-service educational leaders. The Educational Doctorate Program at Brigham Young University produces educational leaders with scholarly disposition and skills who genuinely lead, lift, inspire and educate their colleagues and followers. The program will prepare its students to exhibit the disposition and desire to make educational institutions powerful tools for equipping all students, from all backgrounds, for noble lives as contributing members of the human family. Ed.D. student candidates will attend intensive classes for six weekends each semester, in addition to summer courses. The new Ed.D. program will launch Summer Term 2011, admitting a cohort of 12.

The program focuses on preparing candidates for the following roles:

- **Collaborative leaders and change agents** for systemic reform, who facilitate best practices, utilize data, and manage the change processes in collaboration with fellow educators and other stakeholders based on a shared vision of learning
- **Data-driven decision makers**, who use and develop appropriate data and technology systems critically and effectively to assess student achievement; evaluate colleagues, staff and programs; and plan and implement accountability and transparency in systems
- **Critical consumers of research**, who apply the lessons of research to student, school/district, or societal improvement
- **Culturally proficient agents for educational equity**, who promote educational equity and culturally sensitive policies and practices, recognizing and valuing differences that improve learning and achievement
- **Proficient leaders in the educational context**, who navigate, respond to, and influence the larger educational policy environment and the political, philosophical, social, economic, legal, and cultural contexts of education

Requirements for Degree

- Successfully completed coursework.
- Comprehensive examination as explained below.
- Successfully completed dissertation as explained below.

Degree requirements include no electives, in the first summer term students will be placed into one of several research teams to develop and focus their dissertation research. The program will follow the cohort delivery method, which results in a very specific and concentrated field of inquiry. Requirements include satisfactory completion of course-

EDUCATIONAL LEADERSHIP AND FOUNDATIONS

work consisting of (1) 88 credit hours distributed as up to 36 hours of credit for completion of an appropriate master's or comparable degree, (2) 39 hours of core disciplinary subject matter coursework, and (3) 13 hours of dissertation credit. Subsequently, they will also be required to successfully complete a comprehensive exam, consisting of a national conference proposal and presentation and an integrative paper situating the presentation within educational leadership and the curriculum of the program. Students will also successfully complete a dissertation that will include the preparation of a submissible article for a peer-reviewed journal.

Requirements for Minimum Registration. Following admission to the Ed.D. program, students will be expected to work continuously toward completion of all requirements for the degree. They will be required to attend all class sessions, and provide a memorandum of understanding from their employer agreeing to their attendance at each session. At the end of the first year, students will be evaluated based on attendance and course work and progress to determine if student can continue on into the remaining coursework.

FINANCIAL ASSISTANCE

Research Assistantships. A limited number of research assistantships are available upon application. These assignments involve working with selected faculty members on a ten- to twenty-hour-per-week basis. Assistantships are given for a one-year period only but may be extended following a review of student performance.

Scholarships. Scholarships are available on a limited basis. Students receiving assistantships are not normally given tuition scholarships. Tuition aid is given on the basis of need, and applications should be received in the department by May of each year for consideration for the following summer term and academic school year.

RESOURCES AND OPPORTUNITIES

Computer Laboratory. Computer terminals in the laboratory provide graduate students direct line access to the university's large mainframe computers, enabling students to use several software programs, such as SPSS, SAS, and NVivo to analyze research data. These terminals also enable students to search out books and other materials in the Harold B. Lee Library. EdD students will also have access to the library facilities at the University of Utah.

Graduate Student Project and Research Laboratory. Laboratory space is provided for graduate students who are working with faculty on research, evaluation, and development projects.

Study Areas. Graduate study areas are available in the McKay Teaching and Learning Center.

For a more detailed description of the graduate program requirements, send for a copy of the department's bulletin.

COURSE DESCRIPTIONS

EDLF

515R. Special Topics in Education. (0.5-3)
Prerequisite(s):

530. School and Community Programs in Education. (2)
Prerequisite(s):

Examination of programs in school and community for enhancement of teaching and learning.

600. Personal and Group Leadership in Education. (3)
Prerequisite(s):

Theoretical foundations of leadership and organizational behavior, specifically applied at the micro level to individuals and groups within educational organizations.

601. Leadership for Learning Communities. (2)

Prerequisite(s):

Understanding leadership elements that help schools become high functioning communities of learning.

602. Strategic Leadership for School Improvement. (3)

Prerequisite(s):

Theoretical foundations of leadership, organizational theory, strategy, and change. Applying strategic leadership and decision making to effectively align school organizational systems of vision/mission, internal organization, and external environment to facilitate school improvement.

610. Human Resource Administration in Education. (3)

Prerequisite(s):

Introduction to human resource management in educational organizations. Emphasizes issues related to working with people, policies, laws, and procedures for sound personnel administration practices, including job analysis, recruitment, selection, professional development, supervision, and performance appraisal.

614. Education of Diverse Populations. (2)

Prerequisite(s):

Multicultural issues in educational theory and practice, with special reference to race, ethnicity, gender, and socioeconomic status.

617R. Professional and Scholarly Communication in Education. (1-3)
Prerequisite(s):

Developing and refining skills in written and oral communication. Analytical, critical, and persuasive writing; speaking, presenting, and collaborative problem solving.

620. Educational Finance. (3)
Prerequisite(s):

Theory, principles, and general practices of public school finances; equalization and finance problems.

621. Economics of Education. (3)
Prerequisite(s):

Main concepts that apply economic thinking to education. Overview of literature on the efficiency and effectiveness of educational policies on education outcomes.

622. The Law and Education. (3)
Prerequisite(s):

Evolution of American law and its application to American educational systems. Fundamental sources and principles of the law, the judicial structure, language policy issues, and key court cases affecting education at the state and federal levels.

627. Instructional Leadership 1: Seminar on Principalship Roles. (3)
Prerequisite(s): EdLF 601.

Eight principalship roles in creating and maintaining professional learning communities, including principal as learner, culture builder, advocate, leader, mentor, supervisor, manager, and politician. Also includes role conception, socialization, and innovation.

629. Instructional Leadership 2: Supervisor's Role in Improving Teaching and Learning. (3)
Prerequisite(s): EdLF 601, 627.

Instructional leadership and school improvement processes in creating and sustaining successful learning communities to improve teaching and learning, including formative instructional supervision, professional development, and action research for school improvement.

631. The Curriculum: Theory and Practice. (3)
Prerequisite(s):

Theory and practice of curriculum in its various psychological, social, historical, and philosophical contexts.

632R. Administrative Internship. (0.5-3)
Prerequisite(s):

Working with a school administrator as a supervised intern.

635R. Reflective Internship Seminar. (0.5-3)
Prerequisite(s):

Reflecting individually and collectively on internship experiences; thinking critically about and relating reflections to school leadership theory and best practices.

640. Quantitative Reasoning 1. (3)
Prerequisite(s):

Statistical reasoning, logic systems, and methodology.

641. Quantitative Reasoning 2. (3)
Prerequisite(s): EdLF 640.

Use of analysis of variance, analysis of covariance, and multiple regression/correlation in the analysis of research in education.

645. Quantitative Methods in Education Research. (3)
Prerequisite(s): EdLF 640, 641, 672.

Reasoning and methods utilized in quantitative research with a major focus on survey research techniques.

646. Qualitative Methods in Education Research. (3)
Prerequisite(s): EdLF 672.

Reasoning and methods utilized in qualitative research.

650. Education Policy. (3)
Prerequisite(s):

Introduction to the economic and social benefits of education and the development, implementation, and evaluation of federal, state, and local education policy. Specific education policy issues include governance, resource allocation, accountability, diversity, and curriculum.

655. Social History of American Education. (3)
Prerequisite(s):

Interpretative study of major ideas, values, and practices that influenced development of American education within broader social, political, cultural, and economic context.

656. Best Practices in American Education. (2)
Prerequisite(s):

Ideas, organizational arrangements, policies, and practices judged highly effective, especially in the promotion of student learning outcomes. Includes visits to local schools.

657. Language, Policy, and Education. (3)
Prerequisite(s):

Comparative policy approaches to language of instruction issues in international and U.S. settings, including fundamental sources of policy, from law to international declarations rights; critical overview of second language acquisition theory.

658. Political Aspects of Education. (3)
Prerequisite(s):

Understanding processes and institutions in building support for education; associated issues.

659. Contemporary Issues in Educational Leadership. (2)
Prerequisite(s):

Developing problem-solving skills in understanding and resolving educational issues affecting schools.

660. Education and Social Change. (3)
Prerequisite(s):

Educational development and a theoretical study of social change. Topics include secularization, industrialization and education, structural differentiation, and the role of the state in social change.

661. Education and International Development. (3)
Prerequisite(s):

Fundamentals of international development with exposure to major theorists and development paradigms and to modern-day practice of development by bi-lateral and multilateral aid agencies and non-governmental organizations.

662. Comparative and International Development Education. (3)
Prerequisite(s):

Substance and methods of comparative and international development education. How comparisons between systems have implicit in them a theory of comparisons of politics and economics. The role of multilateral aid agencies in influencing the development of schooling.

663. Education, Culture, and Economic Development. (3)
Prerequisite(s):

Links between education and various aspects of social and economic development. Topics include human capital formation, the issues of education reform, and rates and return to education in the Third World.

665. Evaluation and Assessment of School Programs. (3)
Prerequisite(s):

Nature, purpose, and function of evaluating educational programs.

EDUCATIONAL LEADERSHIP AND FOUNDATIONS

668. Philosophical Foundations of Western Education. (2)

Prerequisite(s):

Major philosophies of education and their influence on educational theory and practice.

670R. Seminar in Education. (0.5-3)

Prerequisite(s):

Selected topics and issues in education as announced in the current class schedule.

671R. Seminar in Comparative International Development Education. (1-3)

Prerequisite(s):

Topics in comparative education, development education, sociology and economics of education, and system reform in poor countries.

672. Research Methods. (3)

Prerequisite(s): EdLF 640.

Techniques of research in educational settings.

674. Business Administration and Technology Applications in Education. (2)

Prerequisite(s):

Organizing and managing business affairs in educational institutions. Business and instructional applications of technology in education.

676. Data-Driven Decision Making 1: Concepts and Processes. (3)

Prerequisite(s):

Identifying problems. Using educational research. Collecting, analyzing, and interpreting data in order to solve problems; to establish fair, collaborative decision-making processes; and to inform continuous school and student improvement.

677. Data-Driven Decision Making 2: Assessing Outcomes at Multiple Levels. (3)

Prerequisite(s): EdLF 676.

Applying data-driven decision making process to assess outcomes at multiple levels, including student assessment and learning; program and staff evaluation; school performance; community needs and expectations assessment and evaluation.

678. Qualitative Data Analysis. (3)

Prerequisite(s): EdLF 646.

Integration of qualitative research design and analysis with the use of social science qualitative software (NVIVO).

686. Professional Negotiations. (2)

Prerequisite(s):

688R. Master's Internship. (1-6)

Prerequisite(s):

Practical experience in state office, local school districts, higher education, and other agencies.

694R. Independent Study. (0.5-3)

Prerequisite(s): departmental consent if more than one registration desired.

Study experience in an area of specialization under direction of a faculty member.

695R. Independent Research. (0.5-3)

Prerequisite(s): instructor's consent; departmental consent if more than one registration desired.

Individual research study or project under the direction of a faculty member.

698R. Master's Project. (0.5-6)

Prerequisite(s): departmental consent.

699R. Master's Thesis. (0.5-6)

Prerequisite(s): committee chair's consent.

700. Strategic and Organizational Leadership. (3)

Prerequisite(s):

Theory and practice of leadership, organizational behavior, organization theory and strategy in education contexts, emphasizing theory application.

701. Collaborative Leadership for Change. (3)

Prerequisite(s):

Collaborative leadership theories and practices leading to meaningful change in educational organizations and institutions at the micro through macro levels.

714. Multicultural Education. (3)

Prerequisite(s):

Multicultural issues in educational theory and practice, with special reference to race, ethnicity, gender, socioeconomic status, and various types of exceptionality.

721. Economics of Education. (3)

Prerequisite(s):

Main concepts that apply economic thinking to education. Overview of literature on the efficiency and effectiveness of educational policies and practices on education outcomes.

722. Constitutional Law and Education. (3)

Prerequisite(s):

Impact of Constitution on education in America; cases under constitutional law that have influenced policy and practice in the educational system.

729. Instructional Leadership and Learning Communities. (3)

Prerequisite(s):

Leading and improving successful teaching and learning through applying theory and practice of instructional leadership in learning communities.

731. Curriculum Theory. (3)

Prerequisite(s):

Theory and practice of curriculum in its various psychological, social, historical, and philosophical contexts.

750. Education Policy and Politics. (3)

Prerequisite(s):

Educational policy at the state and national levels emphasizing political theory, normative and empirical dimensions, and political factors that shape the policy process, legislation, and practice.

755. Cultural History of U.S. Schooling. (3)

Prerequisite(s): EdLF 655, 668.

Analyzing major philosophical and social assumptions and consequences of public schooling as it evolved over the early part of the nineteenth century.

759. Contemporary Issues in Educational Leadership. (3)

Prerequisite(s):

Major issues, theories, and policies affecting education today emphasizing U.S. public education. Students will form overarching visions of the current state of U.S. education.

762. History of Higher Education. (3)

Prerequisite(s):

Historical review of challenges facing higher educational administration in today's colleges and universities.

768. Philosophy and History of Western Education. (3)

Prerequisite(s):

Major philosophies of education and their influence on western educational theory and practice.

775. Educational Research: Theory and Methodology (3)

Prerequisite(s): EdLF 640, 672; or equivalents.

Exploration of the history, theory, and methodology of research in education.

776. Inquiry 1. (3)

Prerequisite(s):

Using and developing appropriate data and technology critically and effectively to assess student achievement, evaluate colleagues, staff and programs, and to plan and implement accountability and transparency in systems.

777. Inquiry 2. (3)

Prerequisite(s):

How the lessons of educational research can be applied to student, school/district, or societal improvement.

780. Economic Issues in Educational Leadership. (3)

Prerequisite(s):

Economic benefits of education to country's economy; why education is considered an investment in human capital. Equity and equality of funding education.

788R. Doctoral Internship. (1-6)

Prerequisite(s):

Practical experience in the state office, local school districts, higher education settings, or other agencies.

790R. Doctoral Practicum. (1-3)

Prerequisite(s):

Designing and implementing on-site research.

791R. Doctoral Seminar. (0.5-6)

Prerequisite(s): departmental consent.

792. Research Topics and Issues in International Comparative Education. (3)

Prerequisite(s):

Research topics and issues on histories, philosophies, and practices of international educational systems.

795R. Research and Reporting Techniques for Doctoral Dissertation. (1-3)

Prerequisite(s):

Research designs and reporting techniques for planning, conducting, and reporting research for doctoral dissertation.

799R. Dissertation. (0.5-18)

Prerequisite(s): EdLF 795.

FACULTY

Baugh, Steven C., *Associate Teaching Professor*, EdD, Brigham Young University, 1978. Leadership: Educational Administration: Human Resource

Dulaney, Shannon K., *Assistant Professor*, EdD, Utah State University, 2010. Instructional Leadership, Educational Administration, Curriculum

Ferrin, Scott E., *Associate Professor*, EdD, Harvard University, 1996. School Law: Policy: Politics: Language Policy

Geo-JaJa, MacLeans A., *Professor*, PhD, University of Utah, 1986. International Development Education: Global Economic Restructuring: Human Development in Africa: Economics of Education

Hallam, Pamela, *Associate Professor*, PhD, University of Utah, 2006. Instructional Leadership: Human Resources, Educational Administration

Hilton, Sterling C., *Associate Professor*, PhD, Johns Hopkins University, 1996. Longitudinal Data Analysis: Structural Equation Modeling: Statistics Education

Hite, Julie M., *Associate Professor*, PhD, University of Utah, 1999. Leadership: Organizational Behavior: Organizational Theory: Strategy and Networks

Hite, Steven J., *Professor*, EdD, Harvard University, 1985. Research Theory and Methodology

Mayes, Clifford T., *Professor*, PhD, University of Utah, 1997. Cultural Foundations: Sociology of Education: Curriculum Theory

Randall, E. Vance, *Professor*, PhD, Cornell University, 1989. Educational Administration: Social Philosophy: Education Policy

Richards, A. LeGrand, *Associate Professor*, PhD, Brigham Young University, 1982. Philosophy: Foundations

Williams, Ellen J., *Associate Professor*, EdD, Brigham Young University, 1990. Instructional Leadership: Educational Administration: Nurturing Organizational Knowledge

ELECTRICAL AND COMPUTER ENGINEERING

Chair: Nelson, Brent

Graduate Coordinator: Long, David G.

459 CB
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THE PROGRAMS OF STUDY

Electrical engineering has its origins in the study and application of electrical phenomena. However, in recent years the field has grown to embrace a diverse range of problems in applied physics and mathematics. The department currently offers advanced study in four broad areas.

- Computer Engineering concentrates on the architecture and implementation of digital logic and computing systems.
- Electromagnetics explores the theory, physical properties, and applications of electromagnetic radiation and includes emphases in optics, remote sensing, numerical computation, and microwave systems.
- Microelectronics and VLSI focuses on the design and fabrication of micro-electronic circuits for digital and analog applications, including device physics, modeling, processing, and fabrication.
- Signals and Systems studies fundamental and applied issues in information processing and includes emphases in communication theory, linear and nonlinear control systems, digital signal processing, and estimation theory.

Specific research activities in these broad areas are described on the department graduate program Web page at <http://www.ee.byu.edu/grad>.

Two degrees are offered through the department: Electrical and Computer Engineering—MS and Electrical and Computer Engineering—PhD.

Electrical and Computer Engineering—MS

The MS degree concentrates on establishing a sound theoretical foundation and on exposing students to advanced developments. The critical thinking and high level of mathematical and algorithmic facility required by the abstract nature of graduate courses allows the MS graduate to assume responsibility and supervision beyond that normally given a BS engineer. MS students study in one of the four broad areas while pursuing either the thesis or course work option. The MS degree typically takes two years to complete.

The preferred MS degree option within the department is the thesis option. Students pursuing the thesis degree work closely with a faculty adviser and develop the research and design tools necessary to participate in the leading edge developments in the discipline. Students applying for the thesis degree option should indicate their research interests and preferred faculty advisor within the application.

The department also offers a MS course work degree which is only an option for students with extenuating circumstances. Students are not generally admitted into the course work option.

Requirements for Degree

(Thesis Option)

- Credit hours: 32.
- Required courses: 24 credit hours of graduate course work as specified by the advisory committee; 2 credit hours of Professional Writing EC En 692; 6 credit hours of thesis EC En 699R.
- Study list: submitted during first semester of graduate study.
- Thesis.
- Final oral examination consisting of public presentation of original research described in thesis.

Requirements for Degree

(Course Work Option)

- Credit hours: 32
- Required courses: 30 credit hours of graduate course work as specified by the advisory committee; 2 credit hours of Professional Writing EC En 692.
- Study list: submitted during first semester of graduate study.

Electrical and Computer Engineering—PhD

The engineering PhD student collaborates with a faculty advisor on a topic that may have a lasting influence on theoretical understanding or on professional practice. Although courses on advanced topics in one of the four areas of emphasis are taken, the PhD is primarily a research experience that requires an ability to identify, investigate, formulate, and solve new problems of interest. The results of this exercise are reported in a dissertation and in the research literature. Careers for PhD graduates are characterized by the expectation to act with considerable independence and to assume major responsibilities. The PhD graduate is prepared for a wide range of career choices in industry, government agencies, and academia.

Requirements for Degree.

- Credit hours (56)
- Required courses: 36 credit hours of graduate course work as specified by the advisory committee; 2 hours of Professional Writing EC En 692, 18 hours of dissertation EC En 799R.
- Study list: submitted during the first semester of graduate study.
- Competency exam: completed in the second semester if entering with an MS degree, or in the third semester if entering with a BS degree
- Qualifying exam: completed by end of third year.

- Advancement to candidacy.
- Dissertation.
- Final oral examination consisting of public presentation of original research described in dissertation.

FINANCIAL ASSISTANCE

The department provides several types of financial assistance for graduate students. All applicants in good standing are considered for financial aid, but priority is given to PhD students. More information may be obtained from the department. No special application form is required. The following types of assistance are available:

Tuition Scholarships. The department offers a limited number of full- and partial-tuition scholarships. All students applying to the program are automatically considered for tuition scholarships.

Research Assistantships. Full-time graduate students in good standing may be awarded research assistantships to assist faculty with externally funded research. Contact individual faculty directly to identify research assistantship opportunities.

Teaching Assistantships. The department employs graduate students as teaching assistants in undergraduate and graduate courses. The department also employs students in a number of department support positions such as computer system administration and laboratory support. Applications for teaching assistant and department student positions are accepted the week prior to the given semester or term. Contact the department for more information about current teaching assistant and department support opportunities.

RESOURCES AND OPPORTUNITIES

The department maintains a variety of facilities to support the diverse research efforts of the graduate faculty. Facilities include:

- Extensive PC and Unix workstation computer resources.
- Digital signal processing laboratory that includes a variety of software tools, image display and digitizing equipment, and audio processing equipment.
- Well-equipped clean-room to support research in semiconductor and electro-optic fabrication.
- Microwave remote sensing and integrated systems laboratories.
- Electro-optics laboratory that includes lasers and fiber optic research equipment.
- Antenna range.
- Reconfigurable logic laboratory.
- Telemetry laboratory to support research in digital communications and error control coding.
- Laboratory to support research in cooperative and autonomous systems.
- Facilities for medical imaging research.
- Laboratories to support research on chemical and biological systems.

For a description of current research activities associated with each facility, see the department graduate program Web page at <http://www.ee.byu.edu/grad>.

COURSE DESCRIPTIONS

EC EN

521. Introduction to Algorithm Design. (3)

Prerequisite(s): C S 235 and 236 and EC En 324; or equivalents.

Algorithm analysis, data structures, sorting and searching, graph traversal, weighted graph algorithms, combinational search and heuristic methods, dynamic programming, approximation algorithms, designing algorithms.

522R. Special Topics in Computer Systems. (0.5-3)

Prerequisite(s): Instructor's consent.

541. Active and Passive Filter Design. (3)

Prerequisite(s): ECEn 313, 380; or equivalents.

Design methods for electronic filters based on passive components, active components, and integrated circuit components.

542R. Special Topics in Electronics. (0.5-3)

Prerequisite(s): Instructor's consent.

543. CMOS Amplifier Design. (3)

Prerequisite(s): ECEn 443 or 445 or equivalent.

Factors affecting performance of MOS devices in analog applications. Design of MOS amplifiers, buffers, and comparators.

548. Analog CMOS Circuit Design. (3)

Prerequisite(s): ECEn 443 or 445 or equivalent.

Design of CMOS comparators, wideband amplifiers, bandgap references; multipliers, PTAT generators, charge-transfer amplifiers, chopper-stabilized amplifiers, and advanced D/A and A/D CMOS architectures.

549. VLSI Communication Circuit Design. (3)

Prerequisite(s): ECEn 443 or 445 or equivalent.

Frequency synthesizers; low-jitter, voltage-controlled oscillators; high Q circuits; clock regeneration; phase-locked loops; frequency discriminators; and radio-on-a-chip concepts.

550. (EC En-Me En) Microelectromechanical Systems (MEMS). (3)

Prerequisite(s): EC En 450 or Me En 372 or equivalent.

Design, fabrication, and applications of MEMS. Mechanical properties governing their design and reliability and the processing technologies used to fabricate them.

555. Optoelectronic Devices. (3)

Prerequisite(s): ECEn 450 or equivalent or instructor's consent.

Design, operation, and fabrication of modern optoelectronic devices, including photodiodes, photovoltaics, LEDs, and lasers.

560. Electromagnetic Wave Theory. (3)

Prerequisite(s): EC En 462 or equivalent.

Principles and methods of modern electromagnetic wave theory: anisotropic media, dyadic green functions, Huygen's principle, contour integration methods, asymptotic integration. Applications in radiation and scattering.

562. Optical Communication Components and Systems. (3)

Prerequisite(s): EC En 462, 466; or equivalents.

Fiber-optic communication system components and their operating and performance characteristics.

563. Applied Computational Electromagnetics. (3)

Prerequisite(s): EC En 462 or equivalent.

Current theory and practice in numerically solving Maxwell's equations for antenna and circuit design and radar-scattering prediction.

564. Radar and Communication Systems. (3)

Prerequisite(s): EC En 462, 485; or equivalents.

Design and performance of radar and communication systems: radar equation ambiguity functions, modulation, signal detection, link budgets, spread spectrum, system design, and performance trade-offs.

568. Microwave Remote Sensing. (3)

Prerequisite(s): Instructor's consent.

Emphasis on space-borne remote sensing of the earth's atmosphere, land, and oceans. Primary methods and applications for both active (radar) and passive (radiometry).

620. Advanced Digital Systems. (3)

Prerequisite(s): EC En 320 or proficiency in HDL digital system design.

Advanced synchronous systems design; CAD and HDLs; systolic arrays; high-speed, low-power digital circuit architectures.

621. Computer Arithmetic. (3)

Prerequisite(s):

Fundamental principles and development of algorithms for performing arithmetic on digital computers and application-specific processors.

625. Compilation Strategies for High-Performance Systems. (3)

Prerequisite(s): EC En 620 or concurrent enrollment.

Compilation and synthesis strategies for high-performance hardware/software systems.

627. Advanced Embedded Systems. (3)

Prerequisite(s): ECEn 425 or 427 or equivalent.

Topics include embedded system architecture and organization, hardware-software codesign, hardware-software partitioning, co-verification, system-on-a-chip, and real-time systems.

628. Advanced Computer Architecture. (3)

Prerequisite(s): EC En 425 or 427 or instructor's consent.

Lab experience with hardware and software techniques for exploiting instruction-level parallelism.

629. Reconfigurable Computing Systems. (3)

Prerequisite(s): EC En 620.

Introduction to FPGA devices, lab experience developing FPGA-based configurable systems.

631. Robotic Vision. (3)

Prerequisite(s): ECEn 380, Math 343 (or equivalents); proficiency in Matlab or C++.

Deriving 3-D geometry and motion from image sequence or multiple digital images: camera modeling, image processing techniques, and geometry models of single and multiple-view systems.

648. Advanced Mixed-Signal Circuit Design. (3)

Prerequisite(s): ECEn 548.

New converter architectures, advanced measurement and characterization techniques, low-noise timing circuits, VLSI layout and package considerations, bond wire inductance, and wireless applications.

654. VLSI Systems Design. (3)

Prerequisite(s): EC En 451 or equivalent.

Design of structured circuit systems for very large-scale integrated semiconductor chips. Architecture of digital VLSI systems.

661. Advanced Optical Engineering. (3)

Prerequisite(s): ECEn 462 or equivalent.

Theory and analysis of optical systems, including beam propagation, image formation, and modern optical systems.

662R. Special Topics in Electromagnetics. (0.5-3)

Prerequisite(s): Graduate standing or instructor's consent.

665. Antennas and Propagation for Wireless Communication. (3)

Prerequisite(s): EC En 380, 462; or equivalents.

Antenna analysis, array theory, and propagation channel models with application to wireless communication systems.

670. Stochastic Processes. (3)

Prerequisite(s): EC En 370 and 380 or equivalents; graduate standing or instructor's consent.

Review of elementary probability, introduction to random processes: definitions, properties, covariance, spectral density, time average, stationarity, ergodicity, linear system relations, mean square estimation, Markov processes.

671. Mathematics of Signals and Systems. (3)

Prerequisite(s): ECEn 380, Math 343 (or equivalents); graduate standing or instructor's consent.

Introduction to mathematics of signal processing, communication, and control theory; linear spaces, Eigenvalue and singular-value decompositions, quadratic forms, linear operators, adjoints, dual spaces.

672. Detection and Estimation Theory. (3)

Prerequisite(s): EC En 370 or equivalent; EC En 670; graduate standing or instructor's consent.

Sufficiency, completeness; Neyman-Pearson and Bayes detector; maximum likelihood, Bayes, minimum mean square, and linear estimation; Kalman filters; selected topics.

673. (EC En-Me En 633) Digital Control Systems. (3)

Prerequisite(s): EC En 483 or Me En 431 or equivalent.

Design of digital controllers for dynamical systems, analysis using the z-transform, digital filter implementation, application of transform-based classical design methods, and modern state-space techniques.

674. EC En-Me En 634) Flight Dynamics and Control. (3)

Prerequisite(s): EC En 483 or Me En 431 or equivalent.

Dynamics of flight, stability, and control derivatives, longitudinal and lateral control design, state-space control strategies for aircraft; and unmanned air vehicle applications.

676. Medical Imaging and Image Reconstruction. (3)

Prerequisite(s): EC En 360, 370, and 380 or equivalents; graduate standing or instructor's consent.

Overview of medical imaging modalities (x-ray, CT, ultrasound, and MRI) from a signals and systems perspective, magnetic resonance physics, medical image reconstruction methods (backprojection, partial-Fourier techniques, parallel imaging, compressed sensing).

678. Digital Image Processing. (3)

Prerequisite(s): EC En 487 or equivalent; graduate standing or instructor's consent.

Digital processing theory and techniques for two-dimensional image analysis, enhancement, restoration, data compression, and reconstruction from projections.

682R. Special Topics in Signals and Systems. (0.5-3)

Prerequisite(s): Graduate standing or instructor's consent.

689R. Advanced Topics in Signals and Systems. (3)

Prerequisite(s):

Subjects that may be offered include: information theory, optimal estimation theory, system identification, advanced image processing, pattern recognition

692. Professional Writing for Electrical and Computer Engineers. (2)

Prerequisite(s):

Advanced writing concepts. Organizing, writing, and publishing scholarly research.

699R. Master's Thesis. (0.5-9)

Prerequisite(s): Graduate standing and major professor's consent.

770. Information Theory. (3)

Prerequisite(s): EC En 370 or equivalent.

Mathematical development of information theory applied to data communications and coding. Topics include entropy, mutual information, channel capacity, data compression, rate distortion theory, etc.

773. (EC En-Me En 733) Linear System Theory. (3)

Prerequisite(s): EC En 483 or Me En 431 or equivalent; EC En 671.

Mathematical introduction to time-varying linear systems; state space descriptions, controllability, observability, Lyapunov stability, observer-based control. Design of linear quadratic regulators and infinite-horizon Kalman filters.

774. (EC En-Me En 734) Nonlinear System Theory. (3)

Prerequisite(s): EC En 483 or Me En 431 or equivalent; EC En 671.

Mathematical introduction to nonlinear dynamic systems. Topics include Lyapunov methods, passivity, input-output stability, and nonlinear feedback design.

775. Error-Control Coding. (3)

Prerequisite(s): Graduate standing or instructor's consent.

Theory and implementation of block and convolutional codes for error control in digital communications systems. Iterative detection of low-density parity-check codes and turbo codes.

776. Advanced Digital and Wireless Communications. (3)

Prerequisite(s): EC En 485 or equivalent; EC En 670.

Linear and nonlinear M-ary modulation and detection, system performance in AWGN and multipath fading environments, equalization, synchronization, spread spectrum.

777. Digital Signal Processing. (3)

Prerequisite(s): EC En 487 or equivalent; EC En 670, 671; graduate standing or instructor's consent.

Advanced theory and applications including optimal statistical processing, adaptive processing, and array processing methods.

799R. Doctoral Dissertation. (0.5-9)

Prerequisite(s):

FACULTY

Archibald, James K., *Professor*, PhD, University of Washington, 1987. Multi-agent systems: Computer Vision: Real-time Systems

Bangerter, Neal K., *Associate Professor*, PhD, Stanford University, 2004. Biomedical Imaging: Magnetic Resonance Physics and Devices: Digital Image Processing

Beard, Randal W., *Professor*, PhD, Rensselaer Polytechnic Institute, 1995. Guidance and Control of Micro Air Vehicles: Cooperative Control: Nonlinear Control Theory

Christiansen, Richard, *Professor*, PhD, University of Utah, 1976. Digital Signal Processing

Comer, David J., *Professor*, PhD, Washington State University, 1966. Electronics: Circuit Theory: Analog Integrated Circuits

Hawkins, Aaron R., *Professor*, PhD, University of California, Santa Barbara, 1998. Solid-State Device Physics: Semiconductor Processing: Optoelectronics and Photonics: Materials Integration

ENGLISH

Hutchings, Brad L., *Professor*, PhD, University of Utah, 1992. Reconfigurable Logic: FPGA's VLSI Design

Jefferies, Brian D., *Professor*, PhD, University of Southern California, 1989.

Jensen, Michael A., *Professor*, PhD, University of California, Los Angeles, 1994. Wireless Communications: High-Frequency Circuits: Antennas and Propagation

Lee, D. J., *Professor*, PhD, Texas Tech University, 1990. Medical Imaging and Informatics, machine vision applications, and real-time robot vision

Long, David G., *Professor*, PhD, University of Southern California, 1989. Microwave Remote Sensing: Estimation Theory: Radar

Mazzeo, Brian A., *Assistant Professor*, PhD, University of Cambridge, 2008. Semiconductor Modeling: Biosensors: Dielectric Spectroscopy

Nelson, Brent E., *Professor*, PhD, University of Utah, 1984. Digital Systems Design and CAD tools, FPGA's and FPGA-based configurable computing, VLSI design and CAD tools

Nordin, Gregory P., *Professor*, PhD, University of Southern California, 1992. Photonics: Sensors: Nano-Structures

Penry, David A., *Assistant Professor*, PhD, Princeton University, 2006. Computer Architecture: Micro-architecture: Simulation: VLSI Design

Rice, Michael, *Professor*, PhD, Georgia Institute of Technology, 1991. Digital Communication Theory: Error-Control Coding: Software Radios

Schultz, Stephen M., *Associate Professor*, PhD, Georgia Institute of Technology, 1999. Fiber Optics:

Integrated Optics: Diffractive Optics

Selfridge, Richard H., *Professor*, PhD, University of California, Davis, 1984. Fiber and Integrated Optics: Electromagnetics: Lasers

Stirling, Wynn C., *Professor*, PhD, Stanford University, 1983. Linear System Theory: Estimation and Detection Theory: Control Theory

Warnick, Karl, *Professor*, PhD, Brigham Young University, 1997. Microwave systems: antenna design: electromagnetic theory: numerical methods

Wilde, Doran, *Associate Professor*, PhD, Oregon State University, 1995. Regular Array Architectures, Computer Arithmetic, Autonomous Vehicles

Wirthlin, Michael J., *Professor*, PhD, Brigham Young University, 1997. Reconfigurable Computing: Fault-Tolerant FPGA Processing: High-Level Synthesis and Compilation

ENGLISH

Chair: Cutler, Edward S.

Graduate Coordinator: Hickman, Trenton L.

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THE PROGRAMS OF STUDY

The English Department, as a part of the College of Humanities, offers graduate study devoted to the development of reading, writing, and thinking abilities derived from studying and producing literary and other texts in English. Students study these works in aesthetic, historical, religious, and other contexts, including the theoretical contexts the faculty members bring to the courses they teach. This program makes intensive use of the library and its resources.

The MA in English program enables students to develop knowledge, skills, and attitudes that have application in contemporary society and that are in harmony with the principles of the restored gospel of Jesus Christ.

The program may appeal to students who plan to enter such careers as teaching, editing, and writing; to those who seek an advanced liberal arts degree for preparation in library science or public service; to those who plan to go on for a doctorate in English or a related area; and to those who wish to continue studies for personal satisfaction.

The MFA in Creative Writing likewise prepares students as scholars and creative writers for careers in teaching and writing. While the MFA in Creative Writing is widely considered a terminal degree, it can also qualify students interested in additional training for a Ph.D. in Creative Writing.

Each year, around 30 students are admitted to graduate study in our department, with approximately 20 students entering our MA in English program and approximately 10 enter-

ing our MFA in Creative Writing program. The average duration for both degree programs is two years.

English—MA

- Credit hours: 32 minimum, consisting of 26 course work hours plus 6 thesis hours (Engl 699R)
- Introductory course (2 hours): Engl 600
- Required course in theory (3 hours): Depending on the student's approved course of study, Engl 613R, Engl 616, Engl 617R, or Engl 630R fulfill this requirement.
- Other courses (21 hours): Seven graduate-level courses in English (up to three credit hours may be taken outside the English Department with advisor approval)
- Thesis (6 hours): six hours of Engl 699R thesis hours credit
- Oral examination of thesis, course-work, and reading list

Creative Writing—MFA

Requirements for Degree - MFA in Creative Writing

- Credit hours: 32 minimum, consisting of 26 course work hours plus 6 thesis hours (Engl 699R).
- Introductory course (2 hours): Eng 600.
- Required courses (15 hours): Three graduate-level writing workshops; English 617; one additional workshop or course in a related field.
- Elective courses (9 hours): Three graduate-level courses in English (up to three credit hours may be taken outside the English Department with advisor approval)
- Thesis: six thesis hours (Engl 699R)
- Oral examination of thesis, course-work, and reading list.

FINANCIAL ASSISTANCE

Financial assistance is available for this program through the English Department and other agencies in the university. The English Department offers a few merit-based scholarships each year as well as tuition awards for all first- and second-year students.

Admitted students are encouraged to apply for instructorships, teaching and research assistantships, editing internships, and other awards that are provided as a financial and learning resource. The university handles federal student loans.

RESOURCES AND OPPORTUNITIES

The Department of English utilizes the **Humanities Research Center**. This center is especially active in the production of teaching and research materials, particularly those that are computer related.

The Center for the Study of Christian Values in Literature was established in 1980 to affirm the importance of religious and moral values in the creation and study of imaginative literature. It provides both a focus for activity and an encouragement to teachers, writers, scholars, and readers who believe in a value-centered literary tradition.

The Writing Center is available to assist students and faculty in improving their writing skills. Graduate students benefit particularly from critical evaluations of drafts of seminar papers and theses, and those with advanced writing skills may serve as interns in the center.

Faculty research interests are included in the faculty section following the course descriptions.

For a more detailed description of the graduate program requirements, send for a copy of the department's bulletin.

COURSE DESCRIPTIONS

ENGL

515R. Advanced Scholarly Writing. (3)

Prerequisite(s):

Workshop for potential graduate students, graduate students, and professionals in all disciplines in preparing the thesis, dissertation, book chapter, and article.

516. Advanced Technical Writing. (3)

Prerequisite(s): Engl 316 or instructor's consent.

Advanced concepts, including literature of technical writing, liaison with technical staff, communication networks, rhetoric of graphics, and teaching and freelancing technical writing.

520R. Studies in Theme and Form. (0.5-3)

Prerequisite(s):

Topics vary: literature and film, myth and archetype, science fiction, etc.

590R. Directed Readings. (1-3)

Prerequisite(s): Graduate advisory committee approval.

Individual readings beyond what is offered in the curriculum.

599R. Academic Internship. (0.5-9)

Prerequisite(s): Department chair's consent.

On-the-job training.

600. Introduction to Graduate Studies. (2)

Prerequisite(s):

Trends in postgraduate curricula, ideology, pedagogy, and professional publication in language and literature.

610. Composition Pedagogy. (3)

Prerequisite(s): Composition program approval.

Practicum for graduate students teaching First-Year Writing courses.

611R. Studies in Teaching Advanced Composition. (3)

Prerequisite(s): Composition program approval.

Practicum for graduate students training to teach advanced composition courses.

612. History of Rhetoric. (3)

Prerequisite(s):

Major texts, thinkers, and movements of the Western rhetorical tradition from classical antiquity to the present.

613R. Rhetorical Theory and Criticism. (3)

Prerequisite(s):

Interpreting and evaluating rhetorical acts and artifacts, including literature, for the purpose of understanding rhetorical theory and practice.

614R. Special Topics in Rhetoric and Composition. (3)

Prerequisite(s):

Various approaches to rhetoric and composition.

615. Special Topics in Technical and Professional Communication. (3)

Prerequisite(s):

Various approaches to technical and professional communication.

616. Research in Rhetoric and Composition. (3)

Prerequisite(s):

Research methods in rhetoric and composition; evaluation of assumptions, strengths, and limitations of each method; identification of student research topics.

617R. Creative Writing Theory. (3)

Prerequisite(s):

Theories and techniques of creative writers, primarily in fiction, poetry, and creative nonfiction.

620R. Seminar in British Literature before 1660. (3)

Prerequisite(s):

Texts, trends, and writers from the medieval and early modern periods.

621R. Seminar in British Literature 1660-1830. (3)

Prerequisite(s):

Texts, trends, and writers from the Restoration, the eighteenth century, and the Romantic period.

622R. Seminar in British Literature 1830-Present. (3)

Prerequisite(s):

Texts, trends, and writers from the Victorian, modern, and postmodern periods.

623R. Seminar in the Novel. (3)

Prerequisite(s):

Various approaches to the novel.

624R. Seminar in Drama. (3)

Prerequisite(s):

Various approaches to drama.

626R. Seminar in American Literature before 1865. (3)

Prerequisite(s):

Texts, trends, and writers from the colonial, Revolutionary, early national, and Romantic periods.

627R. Seminar in American Literature 1865-1914. (3)

Prerequisite(s):

Texts, trends, and writers from the realistic and naturalistic periods.

628R. Seminar in American Literature 1914-Present. (3)

Prerequisite(s):

Texts, trends, and writers from the modern and postmodern eras.

629R. Seminar in Transnational Literature. (3)

Prerequisite(s):

Texts, trends, and writers from a variety of national and ethnic literary traditions.

630R. Theoretical Discourse. (3)

Prerequisite(s): Engl 451 or 452 or equivalent.

Major texts, issues, and debates from the history of literary theory.

632R. Seminar in Literary Criticism. (3)

Prerequisite(s): Engl 451 or 452 or equivalent.

Intensive study of particular branches of literary criticism.

640R. Studies in Folklore. (3)

Prerequisite(s): Engl 391 or instructor's consent.

Directed study of folklore and folkways.

667R. Creative Nonfiction Workshop. (3)

Prerequisite(s): Engl 317R or 318R; Engl 419R; or instructor's consent.

Writing creative nonfiction. Individual consideration of manuscripts.

668R. Fiction Workshop. (3)

Prerequisite(s): Engl 318R or 319R; Engl 419R; or instructor's consent.

Writing fiction. Individual consideration of manuscripts.

669R. Poetry Workshop. (3)

Prerequisite(s): Engl 319R, 419R; or instructor's consent.

Writing poetry. Individual consideration of manuscripts.

670R. Youth Adult Novel Workshop. (3)

Prerequisite(s): Engl 320R, 419R; or instructor's consent.

Writing for young adult readers. Individual consideration of manuscripts.

699R. Master's Thesis. (0.5-18)

Prerequisite(s):

FACULTY

Bennion, John S., *Associate Professor*, PhD, University of Houston, 1989. Creative Writing: British Novel: Mormon Literature

Boswell, Grant M., *Associate Professor*, PhD, University of Southern California, 1985. Rhetorical Theory and History: Composition Theory

Burton, Gideon O., *Assistant Professor*, PhD, University of Southern California, 1994. History of Rhetoric: Renaissance Literature: Mormon Criticism and Literature

Christiansen, Nancy L., *Assistant Professor*, PhD, University of California, Los Angeles, 1994. History and Theory of Rhetoric: Sixteenth-Century English Literature

Christianson, Frank, *Associate Professor*, PhD, Brown University, 2004. Twentieth-Century American and Trans-Atlantic Literature

Clark, Gregory D., *Professor*, PhD, Rensselaer Polytechnic Institute, 1985. Rhetorical Theory and Criticism: Early American Literature

Crisler, Jesse S., *Professor*, PhD, University of South Carolina, 1973. Nineteenth-Century American Literature: Naturalism: Adolescent Literature

Cronin, Gloria L., *Professor*, PhD, Brigham Young University, 1980.

- Twentieth-Century American Literature: Jewish American Literature: Nineteenth- and Twentieth-Century Women's Literature
- Crowe, Christopher E.**, *Professor*, EdD, Arizona State University, 1986. English Education: Adolescent Literature
- Cutchins, Dennis R.**, *Associate Professor*, PhD, Florida State University, 1997. American Literature: Folklore
- Cutler, Edward S.**, *Associate Professor*, PhD, University of California, San Diego, 1997. Nineteenth-Century American Literature
- Dean, Deborah M.**, *Professor*, PhD, Seattle Pacific University, 1999. English Education: Writing Pedagogy
- Duerden, Richard Y.**, *Associate Professor*, PhD, University of Chicago, 1989. Sixteenth- and Seventeenth-Century English Literature: Literary Theory
- Eastley, Aaron**, *Associate Professor*, PhD, University of California, San Diego, 2003. Twentieth-Century and Postcolonial British Literature
- Eliason, Eric A.**, *Professor*, PhD, University of Texas, Austin, 1998. Folklore
- Grierson, Sirpa T.**, *Associate Professor*, PhD, University of Southern Mississippi, 1996. English Education: Reading and Educational Research
- Hansen, Kristine**, *Professor*, PhD, University of Texas, Austin, 1987. Rhetoric: Composition Theory
- Hickman, Trenton L.**, *Associate Professor*, PhD, State University of New York, Stony Brook, 2000. Twentieth-Century American Literature: Latino Literature: Anglophone Caribbean Literature
- Horrocks, Jamie**, *Assistant Professor*, PhD, Indiana University, 2010. Womens Studies, Victorian-Modernist Era British Literature
- Howe, Susan**, *Associate Professor*, PhD, University of Denver, 1989. Creative Writing: Contemporary American Poetry and Drama
- Jackson, Brian D.**, *Assistant Professor*, PhD, University of Arizona, 2007. Rhetoric: Composition: Teaching of English
- Johnson, Kim**, *Associate Professor*, PhD, University of California, Berkeley, 2003. Poetry: Renaissance Literature
- Jorgensen, B. W.**, *Associate Professor*, PhD, Cornell University, 1978. Creative Writing: Nineteenth-Century American Literature: Contemporary American Fiction
- Larsen, Lance E.**, *Professor*, PhD, University of Houston, 1993. Creative Writing: American Literature: Contemporary Poetry
- Lawrence, A. Keith**, *Associate Professor*, PhD, University of Southern California, 1987. Early American Literature: Asian-American Literature
- Leman, Peter D.**, *Assistant Professor*, PhD, UC Irvine, 2011. African Literature, Post-Colonial Literature, Law and Literature
- Lundquist, Suzanne E.**, *Associate Professor*, DA, University of Michigan, 1985. Native American Sacred Texts and Modern Novels: Third World Literature
- Madden, Patrick**, *Associate Professor*, PhD, Ohio University, 2004. Creative Writing: Nonfiction
- Mason, Nicholas A.**, *Associate Professor*, PhD, State University of New York at Stony Brook, 1999. Eighteenth- and Nineteenth-Century British Literature
- Matthews, Kristin**, *Associate Professor*, PhD, University of Wisconsin, Madison, 2004. Contemporary American and Cold War Literature
- McInelly, Brett C.**, *Associate Professor*, PhD, University of Cincinnati, 2000. British Novel: Postcolonial Theory: Composition Studies
- Muhlestein, Daniel K.**, *Assistant Professor*, PhD, Rice University, 1992. Literary Theory: English Romantic Literature
- Ostenson, Jonathan**, *Assistant Professor*, PhD, University of Utah, 2010. English Education
- Paul, Danette**, *Associate Professor*, PhD, Pennsylvania State University, 1996. Rhetoric and Composition: Rhetoric of Science
- Perry, Dennis R.**, *Associate Professor*, PhD, University of Wisconsin, Madison, 1986. Early American Literature: Cinema Studies: Poe Studies
- Petersen, Zina N.**, *Associate Professor*, PhD, Catholic University, 1997. Medieval English Studies: Women's Devotional Literature
- Roberts, Brian R.**, *Assistant Professor*, PhD, University of Virginia, 2008. African American Literature, Late Nineteenth-Century American Literature, American Studies
- Rowan, Jamin**, *Assistant Professor*, PhD, Boston College, 2008. Urban Studies, Late Nineteenth and Twentieth-Century American Literature
- Rudy, Jill T.**, *Associate Professor*, PhD, Indiana University, 1997. Folklore
- Siegfried, Brandie R.**, *Associate Professor*, PhD, Brandeis University, 1993. Sixteenth- and Seventeenth-Century English Literature: Women's Studies: Literary Theory
- Snyder, Phillip A.**, *Associate Professor*, PhD, University of North Caro-

EXERCISE SCIENCES

lina, Chapel Hill, 1988. Twentieth-Century British and American Literature: Autobiography

Talbot, John C., *Associate Professor*, PhD, Boston University, 2001. Classics: English Poetry

Tanner, John S., *Professor*, PhD, University of California, Berkeley, 1980. Milton: Seventeenth-Century English Literature

Thorne-Murphy, Leslee, *Assistant Professor*, PhD, Brandeis University, 2001. Victorian Literature and Women's Studies

Thursby, Jacqueline, *Professor*, PhD, Bowling Green State University, 1994. English Education: Folklore

Tourney, Leonard D., *Associate Professor*, PhD, University of California, Santa Barbara, 1972. Rhetoric and Composition

Tuttle, Stephen B., *Assistant Professor*, PhD, University of Utah, 2006. Creative Writing

Walker, Steven C., *Professor*, PhD, Harvard University, 1973. Victorian Literature: Bible as Literature

Westover, Paul, *Assistant Professor*, PhD, Indiana University, 2008. British Romanticism

Wickman, Matthew F., *Associate Professor*, PhD, University of California, Los Angeles, 2000. Eighteenth-Century British Literature: Literary Theory

Wilcox, Miranda, *Assistant Professor*, PhD, Notre Dame University, 2006. Medieval Literature

Young, Bruce W., *Associate Professor*, PhD, Harvard University, 1983. English Renaissance Literature: Shakespeare

EXERCISE SCIENCES

Department Chair: Mack, Gary W.
Graduate Coordinator: Feland, J. Brent

106 SFH
Provo, UT 84602-2244
(801) 422-5717

E-mail: kim_poole@byu.edu
Web site: <http://exercisesciences.byu.edu/>

THE PROGRAMS OF STUDY

The mission of the Department of Exercise Sciences encompasses the larger university mission in that we also wish to assist individuals in their quest for perfection and eternal life, emphasizing the truth that "the human body is sacred, the veritable tabernacle of the divine spirit." Graduate programs within the Department of Exercise Sciences are designed to provide an atmosphere where increased knowledge and practice prepare students to become leaders in their profession, family, community, and the world. Instruction takes the form of lectures and laboratory courses, seminars, examinations, independent study, research, and teaching experiences.

The Department of Exercise Sciences has the following graduate program objectives:

- To develop scholars, researchers, teachers, and professionals in exercise science who can make significant original contributions to the discipline's body of knowledge and integrate, apply, and disseminate the frontiers of exercise science knowledge.

The following degrees are offered through the Department of Exercise Sciences: Exercise Sciences—MS (thesis required); and Exercise Sciences—PhD.

The Department of Exercise Sciences utilizes the Human Performance Research Center. The primary purpose of the HPRC is to support applied and basic research programs of faculty and graduate students on such topics as nutrition and exercise, drugs and exercise, exercise and

cardiovascular disease, exercise and weight control, therapeutic modalities and rehabilitation procedures, biomechanics, and other contemporary issues in exercise science.

Exercise Sciences—MS

Areas of specialization: Exercise Science, Health Promotion, Exercise Physiology, Athletic Training.

Requirements for Degree

- Credit hours: minimum 30-32, with 24–25 being course work hours, plus 6 thesis hours (ExSc 699R) within the following areas of specialization.

Exercise Science

- Prerequisites: Graduate with a Bachelor's degree in Physical Education, Exercise Sciences or a related field, including courses in: Kinesiology/Biomechanics (ExSc 362), Exercise Physiology (ExSc 463, ExSc 464, Functional Anatomy (ExSc 400), College Physics (Physics 105/107), College Algebra (Math 110), College Chemistry (Chem 105/106/107), Essentials in Human Physiology (PDBio 305) or Advanced Physiology (PDBio 362), Statistics (Stats 121).
- Core courses (12 hours): ExSc 630, 631, 691, 699R (thesis, 6 hours)
- Required courses (14 hours): ExSc 663, 666, 667, 668, 671
- Electives (6 hours): ExSc 560, 625R, 658, 659, 661, 662, 655, 669, 670, 673, 693R, 766, 769, Chem 481, PDBio 565, or other courses as approved by your advisory committee.

Health Promotion

- Prerequisites: Graduate with a Bachelor's degree in Exercise Sciences or a related field, including courses in Human Anatomy (PDBio 220), Essentials in Human Physiology (PDBio 305), Principles of Statistics (Stat 121), Essentials of Human Nutrition (NDSF 100),

Lifestyle and Chronic Disease Prevention (ExSc 387), Stress Management (ExSc 410), Worksite Health Promotion (ExSc 455), Exercise Physiology (ExSc 463), Obesity and Weight Management (ExSc 480).

- Core courses (12 hours): ExSc 630, 631, 691, 699R (thesis, 6 hours)
- Electives (19 hours from the following courses): ExSc 688 (3 hours), 640, 661, 666, 667, 669, 671, 673, or other courses as approved by your advisory committee.

Exercise Physiology

- Prerequisite: Graduate with a Bachelor's degree in Physical Education, Exercise Sciences or a related field, including courses in: Kinesiology/Biomechanics (ExSc 362), Exercise Physiology (ExSc 463, ExSc 464), Philosophical and Ethical Issues in Exercise Sciences (ExSc 302), Problems in Conditioning (ExSc 468), Functional Anatomy (ExSc 400), College Physics (Physics 105/107), College Algebra (Math 110), College Chemistry (Chem 105/106/107), Essentials in Human Physiology (PDBio 305) or Advanced Physiology (PDBio 362), Statistics (Stats 121)
- Core Courses (12 hours): ExSc 630, 631, 691, 699R (thesis, 6 hours)
- Required Courses (7 hours): ExSc 666, 667, 669
- Electives (11 hours): ExSc 662, 671, 673, 693R, 766, 769, Chem 481, PDBio 565, or other courses as approved by your advisory committee.

Athletic Training

- Prerequisite: Be NATA-BOC certified or be eligible to become certified.
- Core Courses (12 hours): ExSc 630, 631, 691, 699R (thesis, 6 hours)
- Required courses (13 hours): ExSc 625R (8 hours); 667 (2 hours); 693R (1 hour); 629R (2 hours).
- Elective (at least 8 credit hours): ExSc 560, 662, 663, 666, 668, or

other courses as approved by your advisory committee.

Exercise Sciences—PhD

The PhD in exercise sciences is designed to prepare students for leadership at the highest levels of their professions. Since most of the students who receive PhDs will become university or college faculty and will teach and publish in their chosen areas, students must be (1) well trained in the scientific bases of exercise science, (2) well acquainted with the scientific literature, and (3) able to do independent research.

Requirements for Degree.

- Credit hours: minimum 60 hours beyond the bachelor's degree (includes dissertation) in addition to supporting area prerequisites. Students who have earned a master's degree must complete at least 36 hours of additional graduate work.
- All doctoral students must complete an original research study and present it at a regional, national, or international conference or submit a manuscript to a refereed journal.
- Areas of specialization: the three areas have the following in common. The core and specialization must be taken at BYU:
- Research Core (22-26 Hours): ExSc 691, 693R, 751, 753, 797R (4 hours), 799R (18 hours).
-

Exercise Physiology

- Required courses (16 Hours): ExSc 666, 667, 669, 766, 769, PDBio 565.
- Supporting areas: minimum 18 hours of graduate credit, plus prerequisites, must be included in supporting areas approved by your dissertation committee. Suggested areas include: physiology and developmental biology, biochemistry, health/wellness, nutrition, biomechanics.

Health Promotion

- Required courses (16 Hours from the following): ExSc 661, 666, 667, 669, 671, 673.
- Supporting areas: minimum 17 hours of graduate credit, plus prerequisites, must be included in supporting areas approved by your dissertation committee. Suggested areas include: health, nutrition, statistics, teacher and program evaluation, biomechanics/advanced exercise physiology.

Physical Medicine and Rehabilitation

- Required courses (18 Hours): ExSc 560, 625R (12 hours), 668.
- Supporting areas: minimum 16 hours of graduate credit, plus prerequisites, must be included in supporting areas approved by your dissertation committee. Suggested areas include: muscle function, pedagogy, physiology and developmental biology, biochemistry, molecular biology, nutrition, health/wellness.

For All Specializations

- No more than 9 hours of supporting area course work may be transferred from another university. One member of each student's committee must be from outside the college.
- PhD students must register for at least two consecutive 6-hour semesters on the BYU Provo campus.
- Dissertation.
- Examinations: (A) comprehensive examination; (B) oral defense of dissertation.

FINANCIAL ASSISTANCE

Financial assistance may be available in the form of graduate teaching and graduate research assistantships.

RESOURCES AND OPPORTUNITIES

Other resources exist in these areas:

Anatomy & Biomechanics: six cadavers and skeletons. Biomechanics: three-dimensional infra-red motion analysis video system, force plate analysis.

Exercise Biochemistry: blood and muscle biochemistry, gel electrophoresis, muscle histochemistry, DNA and RNA analysis.

Exercise Physiology and Health Promotion: treadmills, bicycle ergometers, body composition analyses (DEXA and Bod Pod), strength testing, electromyography, expired gas analyses.

Athletic Training: two large well-equipped facilities plus two satellite training rooms located in the Marriott Center and Lavell Edwards football stadium.

For a more detailed description of the graduate program requirements, see the department Web page at <http://exercisesciences.utlbyu.org/programs/g-prog/>.

COURSE DESCRIPTIONS

EXSC

501. Sports Medicine Pathology and Pharmacology. (3)

Prerequisite(s): ExSc 320, PDBio 305; or equivalents.

Sports medicine pathologies and related pharmacology for a variety of sports medicine/allied health care professions.

560. Orthopaedic Pathomechanics. (2)

Prerequisite(s): ExSc 460 or equivalent.

Advanced analysis of neuromusculoskeletal deformities and/or injury. Therapeutic exercise and the use of orthoses.

625R. Advanced Topics in Physical Medicine and Rehabilitation. (2)

Prerequisite(s): ATC, PT, or instructor's consent.

Topics will be rotated and may include: electrotherapy, ultrasound, and diathermy; cryotherapy; orthotics; clinical and educational administration; functional testing and exercise; neural basis of rehabilitation; strength rehabilitation; joint mobilization and manual therapy; spinal manipulation and mobilization.

629R. Athletic Training Practicum. (1-6)

Prerequisite(s): PE 415, 416, 417, 418.

Academic and practical application of athletic training skills in the training room setting.

630. Research Methods in Exercise Sciences. (3)

Prerequisite(s): Stat 121 or equivalent.

Understanding, designing, and conducting research; writing for publication in exercise sciences.

631. Research Design in Exercise Sciences. (2)

Prerequisite(s): Stat 221 or equivalent.

Designing, conducting, and analyzing data for experimental and survey research studies in exercise sciences using standard statistical procedures.

640. Physical Activity and Health. (3)

Prerequisite(s): ExSc 463, 464; or equivalents.

Role of physical activity and fitness in the prevention and reversal of disease, including type 2 diabetes, heart disease, cancer, osteoporosis, etc., and in the promotion of health.

656. Psychological Implications of Sport. (2)

Prerequisite(s): Graduate standing; Psych 111, PE 450, or equivalent.

Psychological phenomena inherent in sport as they relate to the teacher/coach, participant, and spectator.

661. Advanced Worksite Wellness. (3)

Prerequisite(s): ExSc 455 or equivalent.

Management for effectively designing, marketing, implementing, and administering health promotion programs.

662. Mechanical Analysis of Activities. (2)

Prerequisite(s): ExSc 362 or equivalent.

Analysis of human movement and sport activities using kinematic and kinetic descriptions and models of motion based on three-dimensional video and force plate techniques.

663. Research Techniques in Biomechanics of Sport. (2)

Prerequisite(s): ExSc 362 or equivalent; 662.

Theory and practice of research techniques in biomechanics: statics, dynamics, body segment parameters, photo instrumentation, electronic instrumentation, digital computer techniques, literature sources, and laboratory fundamentals.

666. Exercise Physiology. (3)

Prerequisite(s): ExSc 363 or equivalent.

Adjustments made by the body to accommodate physical activity.

667. Laboratory Methods and Procedures. (2)

Prerequisite(s): ExSc 363 or equivalent; 666 or concurrent registration.

Basic techniques and procedures used in human performance laboratories.

668. Orthopaedic Anatomy. (4)

Prerequisite(s): PDBio 220, ExSc 400; or equivalents.

Investigating orthopaedic anatomy. Students dissect cadavers.

669. Exercise, Testing, and Prescription. (2)

Prerequisite(s):

Exercise testing and interpretation. Exercise prescription for healthy children and adults, athletes, and various clinical and special populations.

670. Basic Electrocardiography. (2)
Prerequisite(s): Human physiology and exercise physiology.

Cardiovascular physiology.
Introduction to normal conduction pathways of the heart and common arrhythmias. Resting and exercise 12-lead ECG preparation, recording, and interpretation.

671. Advanced Lifestyle and Chronic Disease Prevention. (3)

Prerequisite(s): ExSc 387 or equivalent.

Managing health risks, particularly those relating to cardiovascular disease, cancer, and obesity.

673. Advanced Obesity and Weight Management. (3)

Prerequisite(s): ExSc 480 or equivalent.

Etiology, treatment, and prevention of obesity in various populations, emphasizing the role of exercise in weight control programs.

688R. Health Promotion Practicum. (1-9)

Prerequisite(s):

691. Seminar. (1)

Prerequisite(s):

Orientation to graduate work in the exercise sciences.

693R. Graduate Seminar in Readings. (1)

Prerequisite(s): ExSc 666 or concurrent enrollment for exercise physiology section.

699R. Master's Thesis. (1-9)

Prerequisite(s):

751. Doctoral Seminar: Professional and Scholarly Writing. (1)

Prerequisite(s):

753. Doctoral Seminar: Research and Grantsmanship. (1)

Prerequisite(s):

754. Doctoral Seminar: Program Management. (1)

Prerequisite(s):

766. Advanced Exercise Physiology: Cardiopulmonary. (3)

Prerequisite(s): ExSc 666, 667.

Cardiovascular and pulmonary physiology, assessments, responses to exercise, and interventions.

769. Advanced Exercise Physiology: Skeletal Muscle. (3)

Prerequisite(s): ExSc 666; Chem 481 or equivalent.

Effects of acute and chronic exercise on anatomy, physiology, and biochemistry of skeletal muscle.

797R. Individual Research and Study in Exercise Sciences. (1-9)

Prerequisite(s): Undergraduate major in exercise sciences; matriculation for graduate study in the department.

799R. Doctoral Dissertation. (1-18)

Prerequisite(s):

FACULTY

Bailey, Bruce W., *Associate Professor*, PhD, University of Kansas, 2005. Health Promotion

Draper, David O., *Professor*, EdD, Northern Illinois University, 1988. Athletic Training

Feland, J. Brent, *Associate Professor*, PhD68589, Brigham Young University, 1999. Anatomy: Therapeutic Exercise: Rehabilitation

George, James D., *Associate Professor*, PhD, Arizona State University, 1995. Exercise and Wellness

Hager, Ronald Lee, *Associate Professor*, PhD, Arizona State University, 1997. Motor Control: Children's Physical Activity

Hopkins, J. Tyson, *Associate Professor*, PhD, Indiana State University, 2000. Athletic Training

Hunter, Iain, *Associate Professor*, PhD, Oregon State University, 2001. Kinesiology: Biomechanics

Johnson, A. Wayne, *Assistant Professor*, PhD68589, Brigham Young University, 2007. Anatomy: Rehabilitation: Therapeutic Exercise

LeCheminant, James D., *Associate Professor*, PhD, University of Kansas, 2005. Health Promotion

Lockhart, Barbara D., *Professor*, EdD, Brigham Young University, 1971. Administration: Ethics and Philosophy

Mack, Gary W., *Professor*, PhD, University of Hawaii, 1984. Biomedical Sciences

Mitchell, Ulrike H., *Assistant Professor*, PhD68589, Brigham Young University, 2005. Anatomy: Rehabilitation: Therapeutic Exercise

Myrer, J. William, *Professor*, PhD, Brigham Young University, 1983. Anatomy: Orthopaedic Impairments and Rehabilitation

Parcell, Allen C., *Professor*, PhD, Ball State University, 1998. Exercise Physiology

Ridge, Sarah T., *Assistant Professor*, PhD, University of Delaware, 2010. Biomechanics

Seeley, Matt, *Assistant Professor*, PhD, University of Kentucky, 2006. Exercise Science: Biomechanics

Tucker, Larry A., *Professor*, PhD, Southern Illinois University, 1981. Health Promotion: Research Methods

Vehrs, Pat R., *Associate Professor*, PhD, Brigham Young University, 1991. Exercise Physiology

FAMILY LIFE, SCHOOL OF

Director: Busby, Dean

Associate Director for Research:
Day, Randal

Associate Director for Curriculum:
Robinson, Clyde C.

**Marriage, Family, and Human
Development Graduate Coordinator:**
Busby, Dean M.
(801) 422-8529

2086 JFSB
Provo, UT 84602-6710
(801) 422-2060

Web site: [http://familylife.byu.edu/Pages/
GraduatePrograms.aspx](http://familylife.byu.edu/Pages/GraduatePrograms.aspx)

THE PROGRAMS OF STUDY

The goal of the graduate programs in the School of Family Life is to provide education that teaches students to conduct research that contributes to the understanding and enhancement of human development and marriage and family relationships. In addition, the graduate programs will educate students in the prevention and intervention that promotes quality family living across generations. The graduate programs in the school are noted for contributions in marriage preparation, family studies, social development, and marriage and family therapy.

Four degrees are associated with the School of Family Life: Marriage, Family, and Human Development MS; Marriage, Family, and Human Development PhD; Marriage and Family Therapy MS; Marriage and Family Therapy PhD.

Marriage and Family Therapy Program

Phone: (801) 422-5680

Address: 274 TLRB, Provo, UT
84602-6710

Web site: <http://mft.byu.edu/>

Marriage, Family, and Human Development—MS

The MS degree in MFHD provides students with a broad-based un-

derstanding in family sciences and human development. Students construct an individualized program of study that helps them acquire depth in one or more of these two core areas and/or other areas in the field, such as teaching, and family life education. For some the MS is a terminal graduate degree that enhances professional opportunities in educational settings. For other students this degree is designed to prepare them for doctoral study.

The graduate program is designed to (1) address the theories, research, and practices that strengthen marriages, (2) enhance the development of children, and (3) unfold the characteristics of quality nurturing relationships across generations.

Typically from six to ten students are admitted each year to the program, with the proportion of MS and PhD degree candidates varying each year. The total number of students in the MFHD programs is usually between twenty-five and thirty.

For additional information about scholarships, assistantships, ongoing faculty research programs, and research facilities, go to <http://mfhd.byu.edu/>

Requirements for Degree.

- Credit hours: 33.
- Core courses: MFHD 611, 612, 691, 695R (Structural Equation Modeling for Social Science) or Psych 502, Soc 606, or Stats 511 with chair's approval. Students will also take 6 thesis credit hours (699R) and 15 hours of elective credit from the department. All courses that count toward the degree must be approved by the student's chair, committee members, and the graduate coordinator on the student's study list.
- Program of study: approved by the student's committee and the graduate coordinator. It may include courses in early childhood education, family life education, family processes, home economics, human development, gerontology, or resource management and must be submitted by the end of the first

semester of the first year.

- Thesis.
- Examination: defense of thesis and course work.

Marriage, Family, and Human Development—PhD

The graduate program is designed to (1) address the theories, research, and practices that strengthen marriages, (2) enhance the development of children, and (3) unfold the characteristics of quality nurturing relationships across generations.

Typically from six to ten students are admitted each year to the program, with the proportion of MS and PhD degree candidates varying each year. The total number of students in the MFHD programs is usually between twenty-five and thirty.

For additional information about scholarships, assistantships, ongoing faculty research programs, and research facilities, go to <http://mfhd.byu.edu/>.

The primary focus of doctoral study is to help students become effective educators and scholars. Many graduates find professional positions in university departments related to family studies or human development. Some find positions in community settings, research organizations, or the mass media; and others choose to work in business settings.

The PhD degree in MFHD provides integrated and in-depth learning experiences in family studies and human development. It also offers the opportunity to acquire expertise in a number of different aspects of the field.

Offered on the basis of competence rather than the completion of a specified number of courses, the degree usually requires a minimum 54 hours of course work and 18 dissertation hours. If students have completed study beyond their master's degree, their transcript is closely evaluated to determine if any courses or other experiences can be applied toward

the doctoral program of study.

Requirements for Degree.

- Credit hours (72): minimum 54 course work hours plus 18 dissertation hours.
- Required courses: doctoral-level research methods course such as MFHD 691; 9 credit hours of advanced statistics selected from MFHD 695R, Stat 511, Psych 502, Soc 606, 706R (one semester of Soc 706R must be included).
- Program of study: approved by the student's committee and the graduate coordinator. It may include courses in early childhood education, family life education, family processes, home economics, human development, gerontology, or resource management, and it must be submitted by the second semester of the first year.
- Dissertation: 18 hours minimum.
- Examinations: (A) a qualifying written examination; (B) oral defense of dissertation.

Marriage and Family Therapy—MS

The marriage and family therapy program offers the master of science degree as a two-year program. The purpose of this degree is to prepare graduate students who will (a) deliver effective therapy, (b) think clearly, (c) communicate effectively, (d) understand important ideas in their own cultural tradition as well as that of others, and (e) establish clear standards of intellectual and emotional integrity. In addition, it is intended that they will critically evaluate MFT research and contribute to the development of new knowledge. More specifically, at the end of their program students will (a) pass the Association of Marital and Family Therapy Regulatory Boards (AMFTRB) National Licensing Exam, (b) be effective clinicians and employable as interns, and (c) add knowledge to the field of marriage and family therapy by presenting and defending theses. Our intent is

to prepare the students to function in a wide variety of MFT settings. The curriculum is based on state licensure/certification requirements and is accredited by the Commission on Accreditation of the American Association for Marriage and Family Therapy. The master's degree is the basic educational credential for independent practice in marriage and family therapy. It also prepares students for doctoral study. In cases where students wish to complete both their M.S. and Ph.D. studies at BYU, they may apply to the Ph.D. program only after being admitted to and successfully completing the M.S. degree program.

Requirements for Degree.

- Credit hours (61): minimum 55 course work hours plus 6 thesis hours (699R).
- Required courses: MFT 600, 630, 645, 649, 650, 651, 652, 653, 654, 655R (16 hours), 656, 670, 699R (6 hours); MFHD 663, Soc 605; electives (3 hours).
- Clinical requirement: 500 hours of direct face to face client experience.
- Thesis.
- Examination: oral defense of thesis.

Marriage and Family Therapy—PhD

The program is accredited by the Commission on Accreditation for Marriage and Family Therapy Education of the American Association for Marriage and Family Therapy and has three interrelated emphases: Clinical Practice, Teaching/Supervision, and Research.

BYU offers three options for the Ph.D. degree in MFT. The first option, for students who already have an MFT master's degree from an accredited institution, takes approximately three years to complete. The second option, for post-baccalaureate students, should take approximately five years to complete. For this option the master's curriculum is followed during the first two years,

with the M.S. degree awarded at the completion of those requirements. If the student completes the Master's Degree with no difficulty and elects to continue into the Ph.D. program, they must go through the formal application process and be accepted to the Ph.D. program. The third option, for students with a non-MFT master's degree program in a clinical field such as Social Work or Counseling Psychology, takes approximately four years to complete. For this option the students follow master's curriculum for approximately one year to complete MFT Master's Degree curriculum not present in the previous clinical program. The additional courses required of these students allow the students to meet MFT licensing requirements as presented in the Master's Degree requirements. When all educational requirements for licensure in MFT are completed, they begin the Ph. D. curriculum. In this circumstance, the program may require approximately four years for graduation.

Requirements for Degree.

- Credit Hours (63): minimum 45 course work hours beyond completion of the master's degree coursework and clinical experience; 6 hours of internship and supervision mentoring; plus 18 dissertation hours (MFT 799R) Dissertation.
- Required courses: MFT 751 Advanced Theory in MFT; MFT 753 Advanced Clinical Specialization in MFT; MFT 754 Advanced Theory in Family Therapy for Children and Adolescents; MFT 750 Supervision in MFT; MFT 700 Advanced Research Methodology in MFT; MFT 793R Research Seminar in MFT; MFT 603R Research Practicum; Soc 606 or its equivalent; and 6 hours of Advanced Statistical Methods and electives as determined in consultation with graduate committee.
- Minor: any minor approved by graduate committee, but not required.
- Clinical requirement: a minimum of 500 hours of direct client contact

after completing the MFT MS requirements.

- Dissertation.
- Examinations: All doctoral students are required to successfully defend their dissertation orally, complete the Doctoral Portfolio papers, presentations, and publications in clinical practice, teaching/supervision, and research which serves as a comprehensive examination.
- Professional development internship

Marriage, Family and Human Development Program

Phone: (801) 422-2060

Address: 2086E JFSB, Provo, UT 84602-6710

Web site: <http://mfhd.byu.edu>

FINANCIAL ASSISTANCE

The programs offer graduate research and teaching assistantships, supplementary awards and scholarships, and internships as aid. Once admitted to the program, the student will receive specific information regarding their funding package.

RESOURCES AND OPPORTUNITIES

Certified Family Life Educator Program. Students in the School of Family Life may enhance their graduate programs by taking course work that qualifies them for provisional status as a certified family life educator (CFLE). This is a nationally recognized credential given by the National Council on Family Relations for professionals who specialize in teaching and enrichment of marriage and family relationships. The graduate programs in the School of Family Life have been approved by the National Council on Family Relations as offering a quality curriculum that fulfills many of the CFLE require-

ments.

Family Studies Center. An interdisciplinary research institute focusing on studies related to all aspects of the family, the center encourages and supports research on family-related topics ranging from prenatal development to problems of aging. Many of the faculty in the college are actively engaged in such research and receive support from the center. Activities include providing grants, research assistance, conferences on special topics every two years, and outreach to bring valuable information on strengthening families to both families and family practitioners.

Comprehensive Clinic. The Comprehensive Clinic at Brigham Young University is a unique interdisciplinary training and research facility housing the finest video and computer facilities available and a staff of skilled technicians and secretaries to support graduate student and faculty research. The clinic currently functions as a training facility for an AAMFT-approved marriage and family therapy PhD and for MS training programs. In addition, the clinic provides the university and the broader geographical community with mental health services involving between 200 and 250 clients each week.

Family, Home, and Social Sciences Computing Center. The center assists faculty and students with social science data processing and other computing needs on mainframe and personal computers. Technical support and consultation services for both statistics and graphics are available to students working on research projects, theses, and dissertations.

Child and Family Laboratories. These excellent facilities provide a practicum setting in which graduate students develop skills in conducting and interpreting research involving small children.

The School of Family Life also provides additional research and academic support to family life programs through the **Camilla Eyring Kimball Chair of Home and Family**

Life.

COURSE DESCRIPTIONS

MFHD

501R. Workshop in Marriage, Family, and Human Development. (1-2) Prerequisite(s): 8 hours in marriage, family, and human development or department chair's consent.

Intensive study in applying principles of specified family sciences, subject matter in early childhood education, child development, family relationships, family resource management, or marriage/family therapy.

511. Familial Influences on Children's Social Development. (3) Prerequisite(s): SFL (MFHD) 331 or higher.

Current theories and research on social development, peer relations, and behavior. Familial/parenting effects as moderated by beliefs, genetics, gender, social cognitions, culture, child guidance, interventions.

512. Emotional and Moral Development. (3) Prerequisite(s): Instructor's consent.

Research, theories, and educational implications; preschool through adulthood.

514. Theories of Human Development. (3) Prerequisite(s): SFL (MFHD) 331 or higher.

Models and concepts in dominant contemporary developmental theories.

542. Work and Family. (3) Prerequisite(s):

Introduction to contemporary work/family issues. Framework for helping parents and managers deal effectively with work/family issues at work and home.

550. (MFHD-Soc) Contemporary Family Theories. (3)

Prerequisite(s): SFL (MFHD) 451, Soc 310, 311; or equivalents.

Introduction to basic micro, macro, and processual approaches to study of the family; social and political theory on the family; philosophical issues and assumptions underlying family theory, research, and practice.

551. Fathering: Scholarship and Intervention. (3)

Prerequisite(s): Instructor's consent.

Quality fathering across cultures and in varied family circumstances. Historical changes in fathering; challenges to good fathering; effective interventions with fathers.

561. Seminar in Family Law. (3)

Prerequisite(s): Concurrent enrollment in SFL 461.

Intensive investigation of issues and concepts influencing legal aspects of marriage and family life.

566. Family Life Education in the University. (1-3)

Prerequisite(s): Instructor's consent.

Delivering family life education in university settings. Working with a faculty mentor, making presentations, and preparing basic instructional materials.

567R. Practicum in Family Life Education. (1)

Prerequisite(s): MFHD 566 or instructor's consent.

Supervised experience teaching family living courses in a university setting.

595R. Special Topics in Marriage, Family, and Human Development. (1-3)

Prerequisite(s): For marriage, family, and human development major; instructor's consent.

Individual study for qualified students.

595R. Outreach in Family. (3)

Prerequisite(s): Marriage and family therapy major status; instructor's consent.

601. Seminar in Survey Research. (3)

Prerequisite(s): Soc 300 or equivalent.

Survey research techniques of the behavioral sciences, emphasizing research and sampling designs.

602. (MFHD-Soc) Experimental Design. (3)

Prerequisite(s): MFHD-Soc 600, Stat 510 or equivalent, or instructors consent.

Research methods, logic, writing, and data analysis.

603R. Research Practicum. (3)

Prerequisite(s): instructor's consent.

Design, data collection, data analysis, and write-up.

604. (MFHD-Soc) Ethnographic Research Techniques. (3)

Prerequisite(s): MFHD-Soc 600.

Rationale, methods, and limitations of qualitative research; includes participant observation and hermeneutic skills.

611. Advances in Human Development. (3)

Prerequisite(s): Graduate standing or instructor's consent.

Recent advances in developmental psychology emphasizing infant development as it informs our understanding of perceptual, cognitive, linguistic, and social development in later childhood.

612. Introduction to Research and Theory in Family Science. (3)

Prerequisite(s): MFHD 290, 335 (or equivalents); or instructor's consent.

Research and theories about current topics in family science.

623. History, Theories, and Research in Early Childhood Education. (3)

Prerequisite(s): instructor's consent.

History, research, philosophies, and models of early childhood education. Current issues and innovations.

625. Outreach in Family Life Education. (3)

Prerequisite(s):

Principles and practices for the development, implementation, and evaluation of family life education programs for audiences and settings outside the traditional classroom: community workshop teaching, print media, internet technology, radio, and television.

645. Religion and Family. (3)

Prerequisite(s):

Major research findings and theories linking religious belief, practice, and community to marriage and family life from the disciplines of human development, psychology, sociology, family studies, health, family therapy, and religious studies.

660. (MFHD-Soc) Child and Adolescent Socialization. (3)

Prerequisite(s):

Child and adolescent development in the context of social interaction, with particular emphasis on the family. Current theory and research evaluated.

662. Family and Culture. (3)

Prerequisite(s):

The role of culture in the diversity of family structure and function. The family in history and in different societies.

663. The Individual and Family Over the Life Course. (3)

Prerequisite(s):

Stability and change in individual development and family relationships from young adulthood to later-life.

665. Philosophy in Family Life Education. (3)

Prerequisite(s): MFHD 480 or instructor's consent.

Ethical issues and interpretive frameworks in human science that address quality of life in families.

691. Graduate Research Methods. (3)

Prerequisite(s): SFL (MFHD) 290, Stat 221; or equivalents.

Building on introductory knowledge, learning and exploring the quantitative research designs most commonly used in marriage, family, and human development studies.

692R. (MFHD-Soc) Seminar in Family Relationships. (0.5-3)

Prerequisite(s):

Premarital dyad, marital dyad, and issues in family interaction and familial roles.

693R. Independent Readings. (1-3)

Prerequisite(s):

695R. Special Topics. (1-3)

Prerequisite(s):

Variable topics, including socialization of children, therapeutic intervention with special populations, and marital processes.

699R. Master's Thesis. (1-9)

Prerequisite(s):

706R. (MFHD-Soc) Advanced Statistical Methods. (3)

Prerequisite(s): Soc 605, 606.

Topics include advanced structural equations and hierarchical linear models, or panel data techniques and generalized linear models.

760. Theory Construction Colloquium. (3)

Prerequisite(s): MFHD 611, 612; or instructor's consent.

Multiple perspectives on and experience in theory construction and analysis, focusing on familial processes, human development, and resource management.

791R. Seminar in Human Development. (1-2)

Prerequisite(s): Must be a PhD candidate in human development.

792R. (MFHD-Soc) Family Symposium. (0.5)

Prerequisite(s):

Presentation and discussion of professional papers about the family.

794R. Special Topics in Child Development. (1-2)

Prerequisite(s):

799R. Doctoral Dissertation. (1-9)

Prerequisite(s):

MFT

501R. Workshop in Marriage and Family Therapy. (1-2)

Prerequisite(s): instructor's consent.

Training in delivery of and research about psychoeducational programs for couples and families.

590R. Readings in Marriage and Family Therapy. (1-2)

Prerequisite(s): instructor's consent.

Discussions and reports of current readings.

595R. Special Topics in Marriage and Family Therapy. (1-2)

Prerequisite(s): marriage and family therapy major status; instructor's consent.

Individual study for qualified students.

600. Research Methods for Marriage and Family Therapy. (3)

Prerequisite(s):

Overview of research methods commonly used in the social sciences with a particular emphasis in marriage and family therapy. Experimental design, survey research, and qualitative methods are included.

603R. Research Practicum. (3)

Prerequisite(s): instructor's consent.

Design, data collection, data analysis, and write-up.

605. Advanced Statistics in Family Studies. (3)

Prerequisite(s):

Statistical analysis of family science research. Outcomes include understanding research findings in research articles, ability to perform and interpret regression analysis, ANOVA, and other statistical procedures using SPSS.

630. Theoretical Foundations of Family Systems for Marriage and Family Therapy. (3)

Prerequisite(s): Marriage and family therapy major status; or SFL 451 and instructor's consent.

Systems paradigm and theories for understanding marriage and family processes and as a foundation for marriage and family therapy intervention.

645. Analysis and Treatment of Human Sexual Development. (3)

Prerequisite(s): MFT 650.

Knowledge and skill required to analyze and treat questions related to human sexual development.

649. Addictions and Violence in Families. (3)

Prerequisite(s):

Assessment and treatment of multiple-problem family systems, emphasizing addictions and abuse.

650. Theoretical Foundations of Marital and Family Therapy. (3)

Prerequisite(s):

Epistemological and theoretical issues in marital and family therapy, including normal family processes and personal and intergenerational family issues.

651. Psychopathology and Assessment in Marriage and Family Therapy. (3)

Prerequisite(s):

Diagnosing and assessing mental disorders and dysfunctional relationships. Etiology and diagnosis of individual, marital, and family psychopathology.

652. Marital and Individual Psychotherapy. (3)

Prerequisite(s):

Assessment, intervention techniques, therapist's role, and principle processes in theories of systemic individual and marital psychotherapy.

653. Family and Multigenerational Psychotherapy. (3)

Prerequisite(s):

Systemic theories and strategies to diagnose and treat specific problems in dysfunctional families.

654. Issues of Gender and Ethnicity in Marriage and Family Therapy. (3)

Prerequisite(s):

Gender, ethnic, and minority issues in family systems, society, and clinical practice as they relate to individual, marital, and family treatment.

655R. Intermediate Practicum in Marriage and Family Therapy. (2-3)

Prerequisite(s):

Experience in counseling individuals, premarital and marital dyads, families, groups of dyads, and multiple families.

656. Ethical, Legal, and Professional Issues for Family Therapists. (3)

Prerequisite(s):

670R. Group Process Interaction. (1-2)

Prerequisite(s):

Theoretical foundations, key issues and themes, and instruction in facilitating group therapy practice.

693R. Independent Readings. (1-3)

Prerequisite(s):

695R. Special Topics. (1-3)

Prerequisite(s):

Variable topics, including (1) Spirituality in Clinical Perspective and Practice, (2) Premarital and Remarital Intervention, (3) Play Therapy, (4) Research Methods for MFT, and (5) Group Process.

699R. Master's Thesis. (1-9)

Prerequisite(s):

700. Family Therapy Research Methods. (3)

Prerequisite(s): MFHD 600, Soc 303R; or equivalents.

Advanced study of MFT research methods, including meta-analysis, power analysis, grant writing, and other advanced topics.

750. Supervising Marriage and Family Therapy. (3)

Prerequisite(s):

Theory, research, and practice of supervising marriage and family therapists. Supervised experience.

751. Advanced Theory in Marriage and Family Therapy. (3)

Prerequisite(s):

Advanced family therapy approaches to the diagnosis and treatment of affective, behavioral, and cognitive disorders.

753. Advanced Clinical Specialization in Marriage and Family Therapy. (3)

Prerequisite(s):

Advanced approaches in treating dysfunctional individual, marital, and family systems.

754. Family Therapy for Children and Adolescents. (3)

Prerequisite(s):

Family psychotherapy with children and adolescent issues, emphasizing treatment and family interventions. Various theoretical perspectives as well as diagnosis and assessment.

755R. Advanced Practicum in Marriage and Family Therapy. (2-3)

Prerequisite(s): MFT 650, 655R, or equivalent.

760R. Supervision Practicum in Marriage and Family Therapy. (1)

Prerequisite(s): MFT 750 and instructor's consent.

Supervised experience in supervising practicum students.

770R. Clinical Internship. (1)

Prerequisite(s):

Full-time family therapy training and practice at an approved agency.

793R. Research Seminar in Marriage and Family Therapy (1-3)

Prerequisite(s):

Integrating and applying research design and statistics to the study of marital and family therapy.

799R. Doctoral Dissertation. (1-9)

Prerequisite(s):

FACULTY

Bean, Roy A., Associate Professor, PhD, Brigham Young University, 1997. Parent-Adolescent Relationships in Ethnic Families: Culturally Competent Family Therapy

Beutler, Ivan F., Professor, PhD, Purdue University, 1974. Resource Management and Economy

Busby, Dean M., Professor, PhD, Brigham Young University, 1990. Premarital Couples: Relationship Assessment

Butler, Mark, Professor, PhD, Texas Tech University, 1996. Family Therapy

Carroll, Jason S., Associate Professor, PhD, University of Minnesota, 2001. Marriage Relationships: Professional-Family-Community Partnerships

Coyne, Sarah, Assistant Professor, PhD, University of Central Lancashire, 2004. Effect of Media on Children's Development

Crane, D. Russell, Professor, PhD, Brigham Young University, 1979. Marriage and Family Therapy

Day, Randal, Professor, PhD, Brigham Young University, 1977. Family Studies

Dollahite, David C., Professor, PhD, University of Minnesota, 1988. Marriage and Family Processes in Christian, Jewish, and Muslim Families: Latter-day Saint Marriage and Family Life

Draper, Thomas W., Professor, PhD, Emory University, 1976. Early Childhood Education/Human Development

Duncan, Stephen F., Professor, PhD, Purdue University, 1988. Family Life Education: Marriage Preparation

Dyer, W. Justin, Assistant Professor, PhD, University of Illinois, 2009. Fatherhood: Incarcerated Fathers: Fathers of Children with Disabilities: Quantitative Methodology

Feinauer, Leslie L., Professor, PhD, Brigham Young University, 1981. Family Violence: Aging Families

Harper, James M., Professor, PhD, University of Minnesota, Minneapolis, 1979. Family Interaction: Sibling Relationships: Aging Couples

Hart, Craig H., Professor, PhD, Purdue University, 1987. Human Development and Early Childhood Education

FRENCH AND ITALIAN

Hawkins, Alan J., *Professor*, PhD, Pennsylvania State University, 1990. Educational and Policy Interventions to Strengthen Marriage

Hill, Jeff, *Associate Professor*, PhD, Utah State University, 1995. Work and Family: Family Relationships

Holman, Thomas B., *Professor*, PhD, Brigham Young University, 1981. Mate Selection: Marital Quality

Holmes, Erin K., *Assistant Professor*, PhD, University of Texas at Austin, 2006. Fathering: Transition to Parenthood

Israelsen, Craig L., *Associate Professor*, PhD, Brigham Young University, 1990. Analysis of Investment Products: Financial Success of Individuals and Families

Lambert, Nathaniel M., *Assistant Professor*, PhD, The Florida State University, 2010. Self-regulation Processes within Relationships: Positive Relationship Processes

Larson, Jeffry H., *Professor*, PhD, Texas Tech University, 1980. Marriage and Family Therapy: Family Life Education

Miller, Richard, *Professor*, PhD, University of Southern California, 1989. Marital Process over the Life Course: Multicultural Families

Nelson, David A., *Associate Professor*, PhD, University of Minnesota Institute of Child Develop, 1999. Child Aggression and Victimization: Cross-Cultural Parenting and Child Development

Nelson, Larry J., *Associate Professor*, PhD, University of Maryland, 2000. Social Development of Young Children

Olson, Terrance D., *Professor*, PhD, Florida State University, 1972. Philosophy of Family Science: Family Life Education

Padilla-Walker, Laura, *Associate Professor*, PhD, University of Nebraska, Lincoln, 2005. Parenting: Adolescents' Moral/Prosocial Development

Porter, Chris, *Associate Professor*, PhD, Purdue University, 1996. Infancy and Toddlerhood

Robinson, Clyde C., *Associate Professor*, PhD, University of North Carolina, Greensboro, 1982. Human Development/Early Childhood Education

Roper, Susanne Olsen, *Associate Professor*, PhD, University of Georgia, 1992. Parenting and Children's Social Development: Families of Children with Chronic Conditions and Disabilities

Sandberg, Jonathan G., *Associate Professor*, PhD, Kansas State University, 1998. Couples and health: Marriage and Family Therapy outcome, process, and clinical research

Willoughby, Brian J., *Assistant Professor*, PhD, University of Minnesota, 2009. Emerging Adult Sexuality and Dating: Attitude Formation and Development

Yorgason, Jeremy B., *Assistant Professor*, PhD, Virginia Tech, 2003. Family Gerontology: Health in Marriage

FRENCH AND ITALIAN

Chair: Cropper, Corry

Graduate Coordinator: Sprenger, Anca Mitroi

Associate Graduate Coordinator: Hudson, Robert J.

3134 JFSB

Provo, UT 84602-6706

(801) 422-2209

E-mail: french_italian@byu.edu

Web site: <http://frenital.byu.edu/>

THE PROGRAMS OF STUDY

The programs in French are designed to help students improve their research ability, further develop critical thinking and writing skills, broaden their understanding of French and francophone cultural history, and increase their understanding of the French language. The programs may also serve as a step toward doctoral studies or toward a career in teaching (SLaT).

One degree is offered through the Department of French and Italian: French Studies—MA. An MA in Second Language Teaching (French) is also offered as part of the College of Humanities' Second Language Teaching (SLaT) program. See description in Center for Language Studies section of this catalog.

The average number of students admitted to the program is from four to five per year. Most students require four semesters to complete the degree, but it is possible to complete it in one year.

French Studies—MA

The departmental MA concentrates on establishing a solid foundation in French studies with a particular emphasis on literature and analytical skills. The thesis should represent in both substance and scope significant research that contributes to the discipline of French studies. Most students also benefit from additional training and experience as research assistants or as teachers in lower-division French classes.

Requirements for Degree.

- Credit hours (30): minimum 24 course work hours plus 6 thesis hours (Fren 699R).
- Required courses: Fren 660R Critical Theory or equivalent; minimum 18 credit hours in French; maximum 3 credit hours in an approved course in a related field such as comparative literature, humanities, linguistics, or romance philology; 6 hours of Fren 699R (thesis). Students may petition to replace up to 3 credit hours of French with course work in a related field.
- Writing project: thesis.
- Examinations: comprehensive written and oral examinations on course work and reading list. Oral defense of thesis.

FINANCIAL ASSISTANCE

Several graduate teaching fellowships and a few partial-tuition scholarships, based on need and academic record, are available.

RESOURCES AND OPPORTUNITIES

- Foreign Language Student Residence.
- Internships in French-speaking countries.
- Teaching opportunities in France and at BYU as Student Instructors
- Graduate Student Conferences at BYU and elsewhere.
- Graduate Mentoring Grants to support specialized research topics.
- Departmental Symposia featuring guest speakers.
- International Cinema featuring French-speaking films.
- French Club activities including the production of plays, cultural events, etc.
- Opportunities to publish in and/

or to edit the departmental journal, *Lingua Romana*.

For a more detailed description of the graduate program requirements, see its online handbook at the French and Italian Department home page and consult the MA French Studies link under the Programs tab.

COURSE DESCRIPTIONS**FREN****510. MA Practicum 1. (1)**

Prerequisite(s): Graduate status.

Critical strategies and interpretative skills necessary for MA examinations.

511. MA Practicum 2. (1)

Prerequisite(s): Graduate status.

Critical strategies and interpretative skills necessary for MA examinations.

512. MA Practicum 3. (1)

Prerequisite(s): Graduate status.

Research tools and methods, the process of selecting a thesis topic, compiling a bibliography, and writing a prospectus.

533. Advanced Studies in French Linguistics. (3)

Prerequisite(s):

Advanced study of linguistic features such as phonetics and phonology, semantization, lexical development, morphology, and contrastive syntax.

599R. Academic Internship: French Language Field Experience. (3)

Prerequisite(s): Program coordinator's consent.

On-the-job experience in French; research paper analyzing the experience and other requirements as graduate coordinator sees fit.

620R. Advanced Studies in French Culture. (3)

Prerequisite(s): Admittance to MA program.

In-depth study of French historical, political, and social issues or artistic trends.

630R. Studies in Periods and Movements. (3)

Prerequisite(s):

Approaches to literature from the perspective of historical periods and/or cultural or political movements.

640R. Author Studies. (3)

Prerequisite(s):

Major authors from a variety of critical perspectives.

650R. Studies in Genre. (3)

Prerequisite(s):

Literary genres.

660R. Studies in Theory and Interpretation. (3)

Prerequisite(s):

Literary theory or theoretical applications to literary interpretation.

690R. Seminar in French. (1-3)

Prerequisite(s): Admittance to MA program.

Group or individual study supervised by graduate faculty member in varying topics of specific interest in French.

699R. Master's Thesis. (0.5-6)

Prerequisite(s):

FACULTY

Cropper, Corry, Associate Professor, PhD, University of Illinois, 1998. Nineteenth Century: French Short Story: Cultural History of Sports

Decoo, Wilfried, Professor, PhD, Brigham Young University, 1974. Foreign Language Teaching: Linguistics: Computer-Assisted Language Teaching and Learning

Erickson, Robert G., Assistant Professor, PhD, Brigham Young University, 2000. Instructional Psychology and Technology: Second Language Acquisition

Hudson, Robert J., Assistant Professor, PhD, University of California, Los Angeles, 2008. French Renaissance, Lyricism: Gallicism: Anthropology: Film

GEOGRAPHY

Hurlbut, Jesse D., *Associate Professor*, PhD, Indiana University, 1990. Medieval Manuscript and Drama: Renaissance Philosophy

LeBras, Yvon, *Professor*, PhD, Laval University, 1992. Seventeenth Century: French Canadian Novel: Travel Literature: Accredited Translation

Lee, Daryl, *Associate Professor*, PhD, Yale University, 1999. French Verse: Nineteenth Century: Film: Politics and Literature: Paris and Literature

Olivier, Marc, *Associate Professor*, PhD, University of Washington, 1999. Technology and Culture: Old Regime Science and Literature: Film

Sprenger, Anca Mitroi, *Associate Professor*, PhD, University of Southern California, 1997. Eighteenth-Twentieth Centuries: Literature and the Sacred: Canadian Literature

Sprenger, Scott M., *Professor*, PhD, Emory University, 1995. Nineteenth Century: Twentieth Century: Film: Anthropology

Unlandt, Nicolaas G. W., *Associate Professor*, DLitt, University of Amsterdam, Netherlands, 1992. Middle Ages: Medieval Languages: Troubadour Poetry

GEOGRAPHY

Chair: Shumway, J. Matthew
Graduate Coordinator: Hardin, Perry J.

690 SWKT
Provo, UT 84602-5526
(801) 422-3851

THE PROGRAMS OF STUDY

The Geography MS program has been furloughed; therefore, the department is **NOT** accepting applications.

Geography—MS

The Geography MS program has been furloughed; therefore, the department is **NOT** accepting applications for this program.

COURSE DESCRIPTIONS

GEOG

501R. Seminar in Geography. (0.5-3)
Prerequisite(s):

Detailed investigation of selected systematic and regional geographic topics.

503. Geographic Information Systems. (4)

Prerequisite(s): Graduate standing.

Using geographic information for solving advanced spatial problems. Introduction to using and producing maps and computer-based geographic information systems (GIS) as geographic tools. Hands-on research applications in the students' disciplines.

510. Professional Planning Studio. (3)

Prerequisite(s): Geog 310, 410.

Assessing problem and issue identification, goal formulation, data gathering, synthesis and summary, plan concept and format, and public policy adoption while writing a general plan for a community in Utah.

521R. Geographic Information Practicum. (3)

Prerequisite(s): Geog 212.

Integration of various geographic technologies to solve a practical problem. Advanced topics in GIS, remote sensing, cartography, and programming as needed.

690R. Special Topics. (0.5-4)

Prerequisite(s):

699R. Master's Thesis. (0.5-6)

Prerequisite(s):

FACULTY

Bekker, Matthew F., *Associate Professor*, PhD, University of Iowa, 2002. Biogeography: Landscape Ecology

Davis, James A., *Associate Professor*, PhD, Arizona State University, 1993. Cultural Geography: Travel and Tourism: Urban Geography

Durrant, Jeffrey O., *Associate Professor*, PhD, University of Hawaii, 2001. Environmental Policy: Development: Africa, U.S. Public Lands

Emmett, Chad F., *Associate Professor*, PhD, University of Chicago, 1991. Middle East: Political Geography: Southeast Asia

Hardin, Perry J., *Professor*, PhD, University of Utah, 1989. Geographic Information Systems: Remote Sensing

Jensen, Ryan R., *Associate Professor*, PhD, University of Florida, 2000. GIS, Remote Sensing

Otterstrom, Samuel M., *Associate Professor*, PhD, Louisiana State University, 1997. Planning: Population and Historical Geography: Americas and Europe

Plewe, Brandon S., *Assistant Professor*, PhD, State University of New York, Buffalo, 1997. Geographic Information Systems: Cartography

Shumway, J. Matthew, *Professor*,
PhD, Indiana University, 1991.
Population: Economic Geograph

GEOLOGICAL SCIENCES

Chair: Ritter, Scott M.
Graduate Coordinator: Dorais,
Michael J.

S389 ESC
Provo, UT 84602-4606
(801) 422-3918

E-mail: geology.office@byu.edu
Web site: <http://www.geology.byu.edu>

THE PROGRAMS OF STUDY

Geology is the science that reveals how the Earth works. The graduate program in geology at Brigham Young University prepares scientists to solve many of society's environmental and resource problems.

The department offers one degree: Geology—MS. Areas of specialization include: Earth Science Education, Environmental Geology, and Geology.

The expected duration of the MS program is two years for full-time students who enter without deficiencies. The MS degree is designed to give the student a solid foundation in the theoretical and applied aspects of geology and a strong research experience. The thesis component allows each student to develop skills in defining a significant problem, developing a research strategy, acquiring and analyzing data, and technical writing. An MS degree in geology prepares a student for a wide variety of employment opportunities in industry, education, and government, or to pursue a doctoral degree.

The department typically has 30 MS students.

Geology—MS

Pursuit of the MS degree not only helps prepare students for exciting career opportunities in areas of distinct benefit to mankind, but it also allows them to experience the challenges and rewards of modern scientific research. It is expected that the thesis work will culminate in new understanding of a problem of scientific significance and that results will be published in a reputable scientific

journal.

Areas of specialization: Earth Science Education, Environmental Geology, and Geology.

Requirements for Degree.

- Credit hours (30): minimum 24 course work hours plus 6 thesis hours (Geol 699R); 1 hour of Geol 591R.
- Required courses: Geology: Geol 601 and others to be determined in consultation with advisor. Environmental geology: Geol 601, 635, 636, 637; 9 hours from Geol 411, 435, 436, 445, 521, 559, 560, 590R (approved by graduate committee), PWS 511, Ch En 411, CE En 545, 550, 555, 641, 654, Hlth 454. Recommended: Stat 510, 511. Earth science education: Geol 697R (approved by graduate committee); 6–9 hours from Geol 411, 435, 440, 445, 451, 460, 480; 6 hours from IP&T 560, 564, 620, 652, 661. Any additional graduate courses in geology approved by graduate committee may be taken to satisfy remainder of 24 course work hours.
- Publishable thesis.
- Examinations: (A) comprehensive oral examination on course work; (B) final oral defense of thesis.

FINANCIAL ASSISTANCE

New graduate students are eligible for departmental scholarships, tuition scholarships, and teaching or research assistantships on a competitive basis.

Most regular degree-seeking students receive some form of financial aid. However, none may expect financial assistance from the department for more than four semesters.

Graduate students are also encouraged to seek additional support from industries and agencies outside the Department of Geological Sciences.

Note: Such requests must be submitted to the department chair, who will forward them with a supporting letter.

RESOURCES AND OPPORTUNITIES

The Department of Geological Sciences is in the Eyring Science Center which contains state-of-the-art computer resources, office space for graduate assistants, and modern laboratories. Our lab facilities house extensive and specialized instrumentation and mineral, rock, and fossil collections. The location of the university campus on the Wasatch Front near the juncture of the Rocky Mountains, the Colorado Plateau, and the Great Basin provides an incomparable natural laboratory for geology studies. The Department of Geological Sciences utilizes this natural setting, and the many geologic problems that remain in it to be studied, as one of our main assets.

The department is well equipped for graduate research in geology. A partial list of research equipment available includes: a wavelength dispersive electron microprobe (Cameca SX-50), stable isotope ratio mass spectrometer, an X-ray fluorescence spectrometer, atomic absorption spectrophotometers, a gradient elution ion chromatograph, an automated single-crystal X-ray diffractometer, powder X-ray diffractometers, a visible/UV spectrophotometer, a cathodoluminescence microscope, a fluid inclusion heating and freezing stage, a core plug porosimeter/permeameter, liquid scintillation counters, 3D subsurface mapping software, high-resolution GPS, Worden gravimeters, proton precession magnetometers, a ground-penetrating radar system, a twenty-four-channel seismic system and portable energy source, variable offset electrical resistivity equipment, and a Mössbauer spectrometer. A new 12-foot stream table has just been acquired to enhance teaching and research. Additional research facilities include:

The **Museum of Paleontology** includes exhibits, preparation laboratories, and fossil collections. Exhibits ranging from minerals to invertebrate and vertebrate fossils are open

to the public and are an integral part of many courses. Collections are primarily from the intermountain region and include extensive assemblages of Late Jurassic and Early Cretaceous dinosaurs, Cenozoic vertebrates, and the Tidwell paleobotany collection, all of which provide research opportunities for faculty and students. Unrivalled field equipment and preparation laboratories support ongoing research projects.

The **Fission Track Dating Laboratory** provides student and faculty researchers with the geochronological potential to solve problems in stratigraphy and structural geology, to determine rates of uplift and subsequently to aid in thermal modeling, and to provide support for numerous other faculty and student research projects where dating of events is necessary. Supporting research work in exploration, environmental, and engineering geophysics, the **Geophysics Laboratory** houses seismic, ground-penetrating radar; electrical resistivity; and gravity, magnetic, and electromagnetic instrumentation, as well as computer support systems.

Supporting research work in exploration, environmental, and engineering geophysics, the **Geophysics Laboratory** houses seismic, ground-penetrating radar, electrical resistivity, and gravity, magnetic, and electromagnetic instrumentation, as well as computer support systems.

The **Hydrogeochemistry Laboratory** supports research programs in hydrology, environmental geology, economic geology, and petrology. In addition, the lab is used in teaching modern analytical techniques in upper-division undergraduate and graduate courses. Groundwater composition, migration, and pollution have been major emphases of research.

Chiefly supporting faculty, graduate, and undergraduate research, the **Isotope Laboratory** provides for analysis of stable isotopes of H, C, N, and O, as well as ¹⁴C and ³H. Analysis of H and O isotopes in water is fully automated. Hydrology, paleohydrology, paleoclimatology, and economic

geology are currently major areas of research and teaching supported by this laboratory.

The **Mineral Surface Chemistry Laboratory** supports research on low-temperature chemical reactions that occur at the interface between mineral surfaces and aqueous solutions. The lab includes an atomic force microscope, a surface-area analyzer, and wet chemical facilities. Computer equipment and software are also available for molecular modeling.

The **Sedimentology/Stratigraphy Laboratories** support studies in stratigraphy, clastic and carbonate rocks, and micropaleontology. Analytical equipment to map and characterize both surface and subsurface reservoir-quality rocks, to resolve complex stratigraphic problems, and to understand diagenesis in sedimentary rocks is available to students and faculty. Studies conducted in the labs have emphasized fluid flow and migration of both hydrocarbons and water, as well as detailed sequence stratigraphic modeling.

The **Structure and Tectonics Laboratory** supports research of orogenic processes and associated Natural Hazards. Projects of orogenic processes include investigations of channel flow in the Himalaya and active arc-continent collisions, geodetic studies of plate boundary reorganization in the Indonesian region and the northern Rockies seismic belt, ophiolite genesis and emplacement, collisional melanges genesis, rock versus surface uplift rates, finite difference modeling of paleo-tsunami in Indonesia, structural studies of Sevier and Basin and Range deformational features, climate versus tectonics in SE Asia, and studies of paleo-seismic records in lake sediments.

The **Ina Solar System Image Laboratory** provides resources for studies of planetary surfaces from spacecraft imaging. Current studies include dunes, mountains, rivers, lakes, and cryovolcanoes on Saturn's moon Titan, volcanism and tectonism on

Jupiter's moon Io, and lunar volatile processes. Facilities include two MacPro machines and a PC with image processing software, such as the USGS program ISIS, ArcGIS, ArcMap, Adobe Photoshop, Illustrator and similar programs. A central server provides storage, integration and security, and 42" printer can produce posters for conferences and prints for research and outreach.

Faculty research interests currently include the following: the geodynamic evolution of active arc-continent collision (structural features, uplifted synorogenic deposits and coral terraces, the GPS velocity field, and climate feedbacks); investigations of subsurface geology using seismic, gravity, and magnetic methods; composition of thermal waters; paleohydrology, paleoclimatology, and hydrogeology of arid and semiarid regions; petrogenesis of alkaline, mafic magmas; the origin of granitic magmas; mineral surface structure and chemistry; crystallography and crystal chemistry of silicate minerals; studies of Cenozoic magmatism and tectonism in the western United States; correlation of volcanic ash beds in western North America; origins of gold, platinum, copper, and molybdenum deposits; tungsten skarns; reservoir characterization and sequence stratigraphy; Carboniferous-Permian conodont biostratigraphy; Jurassic and Cretaceous dinosaurs and paleoenvironments, Morrison and Cedar Mountain formations, vertebrate dinosaur taphonomy, glaciology, glacial paleoclimatology, aeolian processes and planetary geology.

COURSE DESCRIPTIONS

GEOL

500. (Geol-Chem-C S-Math-MthEd-Phscs-Stat) Business Career Essentials in Science and Math. (1.5)

Prerequisite(s):

Introduction for science, math, and statistics majors to careers in industry. Project planning, oral and written business presentations, business accounting, and technology readiness.

504. Global Geology Field Studies. (1-3)

Prerequisite(s): Any senior-level geology course; instructor's consent.

In-depth study of classic geologic localities, such as Hawaii, the Bahamas, and the Appalachians, preliminary to on-site field study.

521. Borehole Geophysics and Geology. (3)

Prerequisite(s): Instructor's consent.

Applied well log analysis, including conventional and new techniques. Subsurface geology and lithology determined from many logs. Determining porosity, permeability, and fluid saturation with hydrology, and hydrocarbon applications.

525. Petroleum Systems Analysis. (4)

Prerequisite(s): Geol 370 or equivalent.

Properties of petroleum; exploration methods; generation and migration of hydrocarbons, reservoirs, traps, and seals; sedimentary basin classification; energy resources. Extended field trip required.

530. Geological Communications Laboratory. (3)

Prerequisite(s): Instructor's consent; graduate status.

Designing and creating a variety of student-selected geological illustrations emphasizing maps and cross-sections.

531. Geoscience Data Analysis. (3)

Prerequisite(s): Stat 121 or equivalent.

Basic scientific computing skills in MATLAB, and application of statistical and numerical modeling techniques to geoscientific problems.

535. Contaminant Hydrogeology. (3)

Prerequisite(s): Geology 435 or equivalent.

Principles, tools, and applications used to solve heavy metal, organic, and radionuclide groundwater contamination problems. Topics include regulations, mass transport, multi-phase flow, transformation, retardation, and attenuation.

540. Principles of Glaciology. (3)

Prerequisite(s):

Geophysical problems involving ice in the environment and its role in global change. Topics include atmospheric ice, snow pack, glaciers, ice sheets, sea ice, permafrost, and ice age theories.

545. Isotope Geochemistry. (3)

Prerequisite(s): Geol 352 or equivalent.

Use of stable and radioactive isotope systematics in geochronology and investigation of origins of rocks and waters.

546. Applied Geochemical Studies. (3)

Prerequisite(s): Geol 445 or equivalent.

Applied problem solving through development of geochemical models. Using mass balance, equilibrium thermodynamics, and kinetic processes to understand environmental systems.

550. Environmental Soil Chemistry. (3)

Prerequisite(s): Chem 105, 106, 107; or equivalents.

Chemistry of soil systems at macroscopic and microscopic scales, examined from the perspective of scientists interested in environmental assessment and remediation.

551. Advanced Mineralogy. (3)

Prerequisite(s): Geol 351 or equivalent.

Crystallography, structure, and crystal chemistry of major silicate mineral groups.

552. Igneous Petrology. (3)

Prerequisite(s): Geol 352 or equivalent.

Origin and evolution of magmas, emphasizing trace element and isotopic compositions and intensive properties as calculated from mineral compositions.

555. Volcanism and Ore Deposits. (1-3)

Prerequisite(s): Geol 352 or equivalent.

Field examination of active mafic and silicic volcanism (Hawaii and Yellowstone) and discussion of magmatic volatiles' role in ore deposits.

560. Reflection Seismology Theory (3)

Prerequisite(s): Instructor's consent.

Principles, tools, and methods used in seismic geophysics, with exploration, engineering, environmental, and hydrological applications.

561. Geophysical Field Methods. (3)

Prerequisite(s): Instructor's consent.

Geophysical data acquisition processing and computer-assisted interpretation, emphasizing field deployment techniques, use of commercial data processing, and visualization software.

565R. Special Topics in Geology. (0.5-4)

Prerequisite(s): Instructor's consent.

The following topics may be offered on demand: geology for teachers, ore deposits, solid-water interface chemistry, X-ray crystallography.

571. Sedimentology and Ecology of Modern Carbonate Systems. (1-3)

Prerequisite(s): Geol 370 or equivalent.

Field course in the Caribbean emphasizing factors that produce carbonate sediments. Investigation of tidal flat to off-shore barrier reef environments and Pleistocene outcrops.

574. Advanced Stratigraphy. (3)

Prerequisite(s): Geol 370 or equivalent.

Studying the stratigraphic record through modern methods of correlating stratal packages, emphasizing concepts of sequence and seismic stratigraphy, and utilizing methods of chronostratigraphy, biostratigraphy, lithostratigraphy, and absolute dating. Extended field trip required.

575. Advanced Structural Geology. (3)

Prerequisite(s): Geol 375, 410; or equivalents.

In-depth discussions of a variety of topics in structural geology, emphasizing current literature and problems.

576. Three-Dimensional Subsurface Mapping and Evaluation. (3)

Prerequisite(s): Geol 476 or equivalent.

Advanced interpretation of 3D seismic reflection data. Integrating well and seismic data to interpret complex geologic systems. Implications for understanding hydrocarbon reservoirs.

580. Principles of Paleontology. (3)

Prerequisite(s): Geol 480 or equivalent.

Modern approaches to fossil study applied to areas of evolution, paleoecology, and biostratigraphy.

586. Vertebrate Paleontology. (4)

Prerequisite(s): instructor's consent.

Paleobiology, osteology, and phylogeny of the vertebrates. Field trips required. Lab studies.

590R. Short Courses. (1-3)

Prerequisite(s):

Short graduate-level courses offered on a random basis.

591R. Seminar. (0.5)

Prerequisite(s):

Seminar on various geologic topics by guest speakers.

592R. Career Pathways Seminar. (0.5)

Prerequisite(s):

Seminar on graduate school and career opportunities by guest speakers.

599R. Academic Internship. (1-9)

Prerequisite(s):

601. Planet Earth. (3)

Prerequisite(s): Undergraduate degree.

Rigorous review of the fundamentals of geology, including Earth's origin and the evolution of the major geologic systems. Field trips.

606. Paleoclimatology. (3)

Prerequisite(s): Instructor's consent.

Quaternary geochronology and stable isotope fundamentals followed by survey of major paleoclimate proxy records. Quantitative methods emphasized where appropriate.

621. Petrophysics and Reservoir Characterization. (3)

Prerequisite(s): Geol 521.

Advanced use of well log tools combined with direct (core) or analog (outcrop) lithologic information to characterize underground petroleum or groundwater reservoirs.

635. Advanced Hydrogeology. (3)

Prerequisite(s): Geol 435 or instructor's consent.

Equations governing fluid flow through saturated porous media under various geologic conditions; applying hydraulic characteristics to analysis of well and aquifer conditions.

636. Hydrogeochemistry. (3)

Prerequisite(s): Geol 445 or instructor's consent.

Nature and origin of solutes and isotopes in groundwater systems. Applying geochemistry to evaluation of groundwater recharge conditions and flow patterns.

666. Instrumental Methods. (3)

Prerequisite(s): Geol 351, 352; or equivalents.

Use of instrumentation for determining mineralogical, chemical, and isotopic composition of geological materials.

671. Sedimentary Petrology--Carbonate Rocks. (3)

Prerequisite(s): Geol 370 or equivalent.

Characteristics and significance of limestones and dolomites.

672. Sedimentary Petrology--Clastic Rocks. (3)

Prerequisite(s): Geol 370 or equivalent.

Characteristics of conglomerates, sandstones, and shales. Provenance studies of various terrains by thin section analysis. Extended field trip required.

695R. Research. (1-4)

Prerequisite(s):

696R. Readings and Conferences in Geology. (1-4)

Prerequisite(s):

697R. Directed Field Studies. (1-6)

Prerequisite(s):

699R. Master's Thesis. (1-9)

Prerequisite(s):

FACULTY

Bickmore, Barry R., *Associate Professor*, PhD, Virginia Polytechnical Institute and State University, 1999. Low Temperature Geochemistry: Mineral Surface Chemistry: Water-Rock Interactions

Britt, Brooks B., *Associate Professor*, PhD, University of Calgary, Canada, 1993. Vertebrate Paleontology: Taphonomy

Christiansen, Eric H., *Professor*, PhD, Arizona State University, 1981. Petrology: Volcanology

Dorais, Michael J., *Research Professor*, PhD, University of Georgia, 1987. Igneous Petrology: Electron Microprobe Analysis

Harris, Ron, *Professor*, PhD, University of London, England, 1989. Structure: Tectonics: Mountain-Building Processes

Keith, Jeffrey D., *Professor*, PhD, University of Wisconsin, 1982. Economic Geology: Geochemistry

Kowallis, Bart J., *Professor*, PhD, University of Wisconsin, Madison, 1981. Geologic Mapping: Geochronology

Mayo, Alan L., *Professor*, PhD, University of Idaho, 1981. Hydrogeology: Environmental Geology

McBride, John H., *Professor*, PhD, Cornell University, 1987. Exploration Geophysics: Tectonics

Morris, Thomas H., *Professor*, PhD, University of Wisconsin, Madison, 1986. Sedimentology: Stratigraphy: Clastic Petrology

Nelson, Stephen T., *Professor*, PhD, University of California, Los Angeles, 1991. Isotope Geochemistry: Environmental Geology

Radebaugh, Jani, *Assistant Professor*, PhD, University of Arizona, 2005. Planetary Science: Volcanology

Ritter, Scott M., *Professor*, PhD, University of Wisconsin, Madison, 1986. Invertebrate Paleontology: Carbonate Petrology

Rupper, Summer B., *Assistant Professor*, PhD, University of Washington, 2007. Paleoclimatology: Glaciology

GERMANIC AND SLAVIC LANGUAGES

Chair: James, Michelle S.

Graduate Coordinator, German Literature: Clement, Christian R.

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Provo, UT 84602-6713

(801) 422-4923

THE PROGRAMS OF STUDY

This program is currently not accepting students, please see department website for further information <http://germslav.byu.edu/german/ma/>.

German Studies—MA

The German MA program has been furloughed; therefore, the department is **NOT** accepting applications. Please contact the department for further information.

COURSE DESCRIPTIONS**GERM****615. Applied German Linguistics. (3)**

Prerequisite(s): Germ 450, 460; or equivalents.

Applying linguistics to the problems of teaching German grammar.

640R. German Literary Periods and Movements. (3)

Prerequisite(s):

In-depth study of a period or movement such as medieval, Renaissance, baroque, or eighteenth-century Germany; Romanticism; realism; fin-de-siecle Vienna; naturalism; 1890-1945; 1945-present.

641R. Studies in German Literary Genres. (3)

Prerequisite(s):

In-depth study of a genre such as drama, novel, novella, lyric, film.

642R. Major German Authors. (3)

Prerequisite(s):

In-depth study of one author such as Lessing, Goethe, B. V. Arnim, Kleist, Storm, Rilke, Brecht, Mann, Kafka, or Bachmann.

GERMANIC AND SLAVIC LANGUAGES

643R. Studies in Literary Theory. (3) Prerequisite(s):

In-depth study of primary texts by contemporary literary theorists. May include topics such as the Frankfurt School, feminist criticism, reader response, or poststructuralism.

644R. Interdisciplinary Studies. (3) Prerequisite(s):

Studies linking German literature, film, and the arts within German culture or across national boundaries.

645R. Special Topics in German Cultural Studies. (0.5-5)

Prerequisite(s): Graduate student status.

German cultural studies courses on a nontraditional nature, as determined by the faculty.

670R. Tutorial Internship in German. (0.5-3)

Prerequisite(s):

Individual research in cooperation with graduate faculty members in problems relating to German. Tutorial work in writing research papers. Topics vary according to interests and expertise of faculty supervisors.

680R. Special Studies in German. (0.5-3)

Prerequisite(s):

Individual study supervised by graduate faculty members in varying topics of specific interest in German.

690R. Seminar in German. (0.5-3)

Prerequisite(s):

Group studies supervised by graduate faculty members in varying topics of specific interest in German.

699R. Master's Thesis. (0.5-6)

Prerequisite(s):

RUSS

670R. Tutorial Internship in Russian. (0.5-3)

Prerequisite(s):

Individual research in cooperation with graduate faculty members in problems relating to Russian. Tutorial work in writing research papers. Topics vary according to interests and expertise of faculty supervisors.

680R. Special Studies in Russian. (0.5-3)

Prerequisite(s):

Individual study supervised by graduate faculty members in varying topics of specific interest in Russian.

690R. Seminar in Russian. (0.5-3)

Prerequisite(s):

Group studies supervised by graduate faculty members in varying topics of specific interest in Russian.

699R. Master's Thesis. (0.5-9)

Prerequisite(s):

FACULTY

Bown, Jennifer Marks, *Associate Professor*, PhD, Ohio State University, 2004. Russian Pedagogy (Second Language Acquisition: Teacher Development: Pragmatics and Discourse Analysis)

Brewer, Cindy P., *Associate Professor*, PhD, University of Utah, 1998. German Literature (Eighteenth- and Nineteenth-Century Prose: Literature by Women)

Brown, N. Anthony, *Associate Professor*, PhD, Bryn Mawr College, 2004. Language Policy: Russian Cultural History

Clement, Christian R., *Assistant Professor*, PhD, University of Utah, 2005. German Literature (History and Theory of Drama: German Literature and Philosophy between 1750-1830: Aesthetical Theory)

Hart, David Kay, *Professor*, PhD, University of Washington, 1979. Russian Language (Phonology: Morphology: Syntax)

James, Michelle S., *Associate Professor*, PhD, University of Utah, 1987. German Literature (Lessing: Eighteenth and Nineteenth Centuries: Women's Studies)

Kelling, Hans-Wilhelm, *Professor*, PhD, Stanford University, 1967. German Literature (Goethezeit: Cultural History)

Lund, Randall J., *Assistant Professor*, PhD, University of Minnesota, 1986. Foreign Language Methodology: Teacher Education

McFarland, Robert B., *Associate Professor*, PhD, University of California, Berkeley, 2000. German Literature (Urban Literature and Modernism): Cultural Studies

Smith, Laura Catharine, *Associate Professor*, PhD, University of Wisconsin, Madison, 2004. German Language (Theoretical Linguistics: Phonology: Historical Linguistics: Second Language Acquisition: Morphology)

Spencer, Thomas, *Assistant Professor*, PhD, University of North Carolina at Chapel Hill, 2008. Romanticism, Representation of the Divine, Representation of Nature, Theories of Secularization

HEALTH SCIENCE

Chair: Barnes, Michael D.

MPH Director: Hanson, Carl L.

221 RB

Provo, UT 84602-2115

(801) 422-9103

Web site: <http://mph.byu.edu>

THE PROGRAMS OF STUDY

The mission of public health is to assure the health and well-being of populations. It is the science and art of preventing disease, prolonging life, and promoting health and efficiency through organized research and interventions. The purpose of the graduate program is to prepare students to be leaders in public health and global health promotion.

Use of the term global in public health and health promotion efforts reflects the growing reality that the spread of infectious and chronic diseases increasingly crosses political and geographic boundaries. Curricula in the MPH program trains students in global and multicultural issues to prepare them to work with diverse populations, both domestically and internationally.

Health promotion professionals are trained in: epidemiology and biostatistics, community health analysis, health-related behavior and the behavior change process, educational processes, program planning, implementation and evaluation, environmental health, research, administration, health communication and social marketing, community mobilization, and policy advocacy.

One graduate degree is offered through the Department of Health Science: the Master of Public Health—MPH.

Public Health—MPH

The most recognized professional credential in public health practice and leadership, the master of public health (MPH) is a practice-based degree that enables students to gain knowledge basic to public health.

Although public health is a broad, multidisciplinary profession, the MPH program at BYU has an emphasis in global health promotion.

The average length of time required to complete the MPH program is two years, depending on course load and previous academic training or professional activity.

Requirements for Degree.

- Credit hours (49): 33 hours of required courses; 7 hours of elective credits; 6 hours of fieldwork (300 contact hours); and 3 hours for the graduate project.
- Required core courses: Hlth 600, 602, 604, 606, 607, 608, 612, 614, 615, 618.
- Requirements for the fieldwork experience and graduate project are determined by the student's graduate committee and are based on prior education, experience, and present professional interests.
- Examinations: oral defense of fieldwork experience, graduate project and paper.

FINANCIAL ASSISTANCE

Graduate teaching or research assistantship positions may be available for qualified students. Additional scholarships and awards are available on a competitive basis at the college and university levels.

RESOURCES AND OPPORTUNITIES

The Department of Health Science is housed in the Richards Building. Students have access to nearby graduate study labs and computer labs that house approximately 45 computers equipped with a range of software including MS Office, Internet Explorer, SAS, SPSS, and other course-specific software.

The labs also have printers and a 50" plasma television with VGA and audio connections.

Most key public health journals are available to MPH students at the Harold B. Lee Library, the third best university library in the nation. Students have access to the Health Research and Technology Lab (HRTL) for research or other projects related to the fieldwork experience and graduate project. Founded by the department, the HRTL is located in 126 Richards Building.

For a more detailed description of the graduate program requirements, send for a copy of the department's MPH brochure.

COURSE DESCRIPTIONS

HLTH

600. Foundations of Public Health and Health Promotion. (3)

Prerequisite(s):

Global perspectives of public health and health promotion. Essential public health services, public health organizations, and current issues in global health promotion.

602. Principles of Epidemiology. (3)

Prerequisite(s):

Principles and methods used in epidemiologic research, including study design, confounding, chance, bias, causality, and descriptive and analytic methods.

603R. Special Topics in Public Health. (1-7)

Prerequisite(s):

Seminar exploring current global health issues.

604. Principles of Biostatistics. (3)

Prerequisite(s):

Basic concepts of biostatistics and their applications and interpretation. Topics include descriptive statistics, graphics, diagnostic tests, probability distributions, inference, regression, and life tables.

606. Environmental Health Sciences. (3)

Prerequisite(s):

Environmental risks for human disease. Contributions of physical and biological factors and social, economic, and political determinants relative to sustainable development and promotion of health.

607. Public Health Administration. (3)

Prerequisite(s):

Trends, practices, and issues in public health administration, emphasizing organizational theory, administrative management, supervisory and legislative processes, and conflict resolution from global perspectives.

608. Determinants of Health Behavior. (3)

Prerequisite(s):

Psychological, social, and cultural determinants of health behavior. Introducing health behavior theories and applying behavior change models to program development.

612. Program Planning and Evaluation. (3)

Prerequisite(s):

Various program planning and implementation methods, theories, and skills, including needs assessment, priority setting, program development, evaluation and budgeting.

618. Survey and Research Methods. (3)

Prerequisite(s):

Designing, administering, and analyzing data collection instruments for research and evaluation in public health. Quantitative and qualitative methods.

619. Infections and Chronic Disease Prevention and Control. (3)

Prerequisite(s):

Public health solutions to the leading causes of chronic and infectious disease mortality in the United States and the world.

625. Population-Based Health Promotion Interventions. (3)

Prerequisite(s):

Macro- or population-based interventions, including mass communication, policy and legislation, media advocacy, social marketing, and community mobilization.

630. Small-Group Health Promotion Interventions. (3)

Prerequisite(s):

Micro-interventions: curriculum and the educational process, group dynamics, training models, consultation, and counseling, including theories used in health education and adult learning.

640. Grant Writing. (2)

Prerequisite(s):

For students who are seeking philanthropic, federal, and other sources of funding.

650. Multicultural Health and Diversity Studies. (2)

Prerequisite(s): Be in second year of study.

Development of cultural awareness, sensitivity to health disparities, and exposure to public health diversity.

655. Critical Health Behaviors and Risks in Public Health. (3)

Prerequisite(s): Be in second year of study.

Team-taught seminar addressing six critical health behaviors and related risks pertaining to tobacco use, alcohol and drug use, injury and violence, nutrition, physical activity, and sexual risk behaviors.

688R. Field Experience. (1-6)

Prerequisite(s): Hlth 600, 602, 604, 606, 608, 612, 618, 625.

Domestic U.S. and international field experiences in public health settings that expose students to public health strategies and interventions in multicultural settings.

696R. Independent Studies. (0.5-3)

Prerequisite(s):

698R. Graduate Public Health Project. (1-3)

Prerequisite(s): Hlth 688R.

Applied community-based project in public health demonstrating acquired skills and knowledge and partially completing the MPH capstone experience.

FACULTY

Barnes, Michael D., *Professor*, PhD, Southern Illinois University, 1993. Health communication and technology: policy advocacy: family health: role of family in the social determinants of health in global health

Cole, Eugene C., *Professor*, DrPH, University of North Carolina, 1983. Environmental health, occupational health: risk assessment: biosafety: emerging and re-emerging infectious diseases: biowarfare agents: laboratory quality assurance: clinical, environmental, and genetic testing

Crookston, Benjamin T., *Assistant Professor*, PhD, University of Utah, 2009. Global health: maternal and child health: nutritional epidemiology: infectious disease epidemiology

Hall, Cougar P., *Assistant Professor*, PhD, University of Utah, 2008. Social norm approaches in school health education: student-teacher quality indicators: school health and community partnerships

Hanson, Carl L., *Associate Professor*, PhD, Southern Illinois University, 1994. Health communication and social media: family health: adolescent health

Lindsay, Gordon B., *Professor*, PhD, Ohio State University, 1984. Substance abuse prevention: community health promotion

Magnusson, Brianna M., *Assistant Professor*, PhD, Virginia Commonwealth University, 2011. Reproductive epidemiology: unintended pregnancy: contraceptive use:

social and environmental factors affecting sexual and reproductive health

Merrill, Ray M., *Professor*, PhD, Arizona State University, MPH Harvard Unive, 1994. Cancer epidemiology: impact of advances in cancer treatment and screening tests: impact of various biases on cancer statistics

Neiger, Brad L., *Professor*, PhD, University of Utah, 1991. Social marketing and social media applications in cancer survivorship and other public health settings

Novilla, M. Lelinneth, *Associate Professor*, MD, University of the City of Manila, the Phil, 1990. Family health and involving the family in health promotion: social determinants of health economics: health risk behavior: chronic diseases

Page, Randy M., *Professor*, PhD, Southern Illinois University, 1982. Adolescent health: substance abuse: global health promotion

Thackeray, Rosemary, *Associate Professor*, PhD, University of Utah, 2000. Social marketing: technology: women's health

Thygerson, Alton L., *Professor*, EdD, Brigham Young University, 1969. Injury prevention: first aid and emergency care

Thygerson, Steven M., *Assistant Professor*, PhD, Colorado State University, 2006. Occupational health and safety: injury prevention

West, Joshua, *Assistant Professor*, PhD, University of California, San Diego, 2008. Application of theory-driven interventions to improve parenting practices and decrease adolescent drug use

HUMANITIES, CLASSICS, AND COMPARATIVE LITERATURE

Chair: Call, Michael J.
Graduate Coordinator: Christenson, Allen J.

3008 JFSB
Provo, UT 84602-6702
(801) 422-4448

Web site: <http://humanities.byu.edu/>

THE PROGRAMS OF STUDY

Widely used in the Renaissance, the term humanities (*humanitas* or *studia humanitatis*) refers to the study of human intellectual and artistic creativity. Humanities is both a general academic category (inclusive of literature, history, philosophy, and the history and criticism of art and music) and a discipline in its own right with a methodology for the critical study of intellectual history and aesthetics. The interdisciplinary humanistic fields that the department comprises—humanities, classics, and comparative literature—offer students unusual latitude in pursuing graduate education in the humanities, disciplined by insistence on substantial foreign language skills, competence in critical theory and practice, and the development of scholarly discipline.

One degree is offered through the Department of Humanities, Classics, and Comparative Literature: Comparative Studies—MA. This program admits from five to ten students per year. The MA in comparative studies is designed as a two-year program, and most full-time students are able to complete the MA within two years, usually defending the thesis during spring or summer term of the second year.

Comparative Studies—MA

This degree allows for study of the humanities within a comparative context not normally found in single-discipline graduate programs—that is, through interdisciplinary and comparative perspectives that permit

a flexibility and breadth of study, without sacrificing rigor. Graduate students thus learn to combine the synthesizing and analytical skills of various humanistic disciplines in order to develop interdisciplinary and comparative approaches to the materials of human culture. Accordingly, program courses expand knowledge in humanistic disciplines and provide intense opportunities to develop wide-ranging research and writing.

Requirements for Degree.

- Credit hours (33): minimum 27 course work hours plus 6 thesis hours.
- Required courses: CmpSt 610, 615; two courses from CmpSt 620R, 625R, 630R, 640R, 650R, 660R, 670R.
- Electives: six courses in humanities, classics, comparative literature, art history, musicology, philosophy, history, film, or literature (up to 6 hours may be in upper-division undergraduate classes where equivalent graduate classes are not available). One or more of these may be comparative studies seminars, which, in addition to the two required, are chosen in consultation with the student's academic advisor and are subject to approval of the department's graduate council. No more than one directed readings course may be counted toward the MA degree in comparative studies.
- Special field: proficiency in a second foreign language or in a discipline other than literature (e.g., art history, musicology, philosophy, film, history, etc.), demonstrated by course work or examination, as determined by the student's graduate committee and the program's graduate council.
- Completion of a reading list, which is determined in consultation with a faculty advisor, subject to approval of the department's graduate council.
- Thesis.
- Examination: final written exami-

HUMANITIES, CLASSICS, AND COMPARATIVE LITERATURE

nation on the reading list; thesis defense.

FINANCIAL ASSISTANCE

Aid is available in the form of full or partial tuition grants, teaching and research assistantships, internships, and (for advanced students) some student instructorships. Upon admission to the respective programs, candidates will be considered for all of these possibilities based upon merit and availability of department resources. Financial aid is normally limited to two years.

RESOURCES AND OPPORTUNITIES

The Department of Humanities, Classics, and Comparative Literature utilizes the Humanities Technology and Research Support Center and the Reading-Writing Center for the College of Humanities:

The Humanities Technology and Research Support Center provides an array of technological tools, resources, and expertise to foster quality research and scholarship in the College of Humanities. The center is especially active in the production of teaching and research materials. In addition to computer and audio equipment, the center has a variety of video capabilities and in the past few years has become a world leader in computer-assisted language instruction and translation. The department also owns CD ROM databases for classical Greek and Latin texts, the Thesaurus Linguae Graecae and Thesaurus Linguae Latinae, as well as the complete works of many modern authors.

Faculty from the department currently serve as officers in the Classical Association of the Midwest and South (CAMWS), the International Comparative Literature Association (ICLA), the National Association of Humanities Educators (NAHE), the American Conference on Romanticism, and the Society for the Ad-

vancement of Scandinavian Study (SASS). In addition, the journals Scandinavian Studies and Prisms: Essays in Romanticism are edited by department faculty members, assisted by graduate students from the department.

For more information, see http://hccl.byu.edu/programs_csma.shtml. E-mail: comparativestudies@byu.edu.

COURSE DESCRIPTIONS

CLSCS

690R. Seminar in Classics. (3)
Prerequisite(s):

699R. Master's Thesis. (0.5-9)
Prerequisite(s):

CMLIT

590R. Directed Readings. (0.5-3)
Prerequisite(s): Graduate coordinator's consent.

610. Methods of Study in Comparative Literature. (3)
Prerequisite(s):

Introduction to critical study of literature: critical methods and bibliography; linguistic foundations of literature; textual scholarship; literary history, transmission, theory, and criticism; genre theory; literature and other disciplines.

620R. Studies in Periods and Movements. (3)
Prerequisite(s): Cmlit 610 or concurrent registration.

Various literary periods, movements, etc., and problems of periodization. Topics vary.

630R. Studies in Literary Genres. (3)
Prerequisite(s): Cmlit 610 or concurrent registration.

Various genres (e.g., novel, epic, tragedy, lyric) and problems of genre. Topics vary.

640R. Studies in Themes and Types. (3)

Prerequisite(s): Cmlit 610 or concurrent registration.

Major literary themes (e.g., Faust, Don Juan, Ulysses, Arthur), types, motifs, and problems of literary typology. Topics vary.

650R. Studies in Literary Relations. (3)

Prerequisite(s): Cmlit 610 or concurrent registration.

Interrelations of national literatures and figures and of literature with other areas of knowledge (art, history, law, psychology, music, etc.). Topics vary.

660R. Studies in Literary Theory. (3)
Prerequisite(s): Cmlit 610 or concurrent registration.

Critical theories of literature and literary analysis. Topics vary.

690R. Seminar in Comparative Literature. (3)

Prerequisite(s): Cmlit 610.

Problems in comparative literature. Course content varies from semester to semester.

699R. Master's Thesis (0.5-9)
Prerequisite(s): Graduate coordinator's consent.

CMPST

610. Introduction to Contemporary Critical Thinking. (3)
Prerequisite(s): Cmlit 310, Hum 350, Clscs 420; or equivalents.

A broad interdisciplinary perspective on contemporary literary and aesthetic theory and critical methods as these relate to the study of literature and the arts.

615. Colloquium in Comparative Studies. (3)

Prerequisite(s): Cmpst 610.

Introduction to a variety of critical methods through presentations of work in progress by graduate and visiting faculty. Topics vary.

620R. Studies in Periods and Movements. (3)

Prerequisite(s): CmpSt 610.

Literature, philosophy, and/or the arts of a particular period or movement in cultural history. Problems of periodization. Topics vary.

625R. Area Studies. (3)

Prerequisite(s): CmpSt 610.

Literature, philosophy, and/or the arts of a particular geographical area. Topics vary.

630R. Studies in Genres and Forms. (3)

Prerequisite(s): CmpSt 610.

Topics vary and include epic, tragedy, comedy, narrative, historiography, film.

630R. Romance. (3)

Prerequisite(s): CmpSt 610.

640R. Studies in Themes and Types. (3)

Prerequisite(s): CmpSt 610.

Topics vary and include Eden, Arthur, Don Juan, Faust, Don Quixote, Ulysses, Troy.

650R. Interrelations of the Arts. (3)

Prerequisite(s): CmpSt 610.

Interrelations between various art forms, especially literature and one other art (literature and art, film, music, etc.). Topics vary.

660R. Critical Theory and Methods. (3)

Prerequisite(s): CmpSt 610.

Theoretical and practical criticism; problems in critical theory. Topics vary and include aesthetics, cultural theory, aspects of contemporary theory.

670R. Studies in the Classical Tradition. (3)

Prerequisite(s): CmpSt 610.

Studies in the cultures of classical antiquity and their influence on later cultural history. Topics vary.

680R. Directed Readings. (3)

Prerequisite(s):

699R. Master's Thesis. (1-9)

Prerequisite(s): Graduate coordinator's consent.

GREEK
620R. Greek Poets. (3)

Prerequisite(s): 400-level Greek poetry course or equivalent.

Detailed study of one major Greek poet or poets. Topics vary.

625R. Greek Prose Writers. (3)

Prerequisite(s): 400-level Greek prose course or equivalent.

Detailed study of one major Greek prose author or authors. Topics vary.

640R. Studies in Genre. (3)

Prerequisite(s): 400-level Greek course or equivalent.

Major genres (epic, tragedy, comedy, historiography, etc.). Topics vary.

650R. Period Studies. (3)

Prerequisite(s): 400-level Greek course or equivalent.

Various periods in Greek history and culture. Topics vary.

690R. Seminar in Greek. (3)

Prerequisite(s): 400-level Greek course or equivalent.

Graduate seminar on one topic in Greek literature, culture, and history. Topics vary.

I HUM
595R. Directed Readings. (0.5-3)

Prerequisite(s): Graduate coordinator's consent

610. Research Methods in Humanities. (2)

Prerequisite(s): Instructor's consent.

Use of the library and secondary sources.

615. Writing the Thesis Prospectus. (1)

Prerequisite(s): IHum 610.

Design and development of MA thesis prospectus.

690R. Seminar in the Humanities. (3)

Prerequisite(s):

Interdisciplinary study of problems and major figures in the humanities. Topics vary.

699R. Master's Thesis. (0.5-9)

Prerequisite(s): Graduate coordinator's consent.

LATIN
620R. Latin Poets. (3)

Prerequisite(s): 400-level Latin poetry course or equivalent.

Detailed study of a major Latin poet or poets. Topics vary.

625R. Cato and Early Prose. (3)

Prerequisite(s): 400-level Latin prose course or equivalent.

640R. Studies in Genre. (3)

Prerequisite(s): 400-level Latin course or equivalent.

Major genres (epic, tragedy, comedy, historiography, etc.). Topics vary.

650R. Period Studies. (3)

Prerequisite(s): 400-level Latin course or equivalent.

Various periods in Roman history and culture. Topics vary.

650R. Renaissance Latin. (3)

Prerequisite(s): 400-level Latin course or equivalent.

690R. Seminar in Latin. (3)

Prerequisite(s): 400-level Latin course or equivalent.

Graduate seminar on one topic in Roman literature, culture, and history. Topics vary.

FACULTY

Ancell, Matthew, *Assistant Professor*, PhD, University of California, Irvine, 2007. Humanities: Seventeenth-Century. Spanish and English Literature and the Arts

Bay, Stephen M., *Assistant Professor*, PhD, University of Illinois, Urbana-Champaign, 2006. Classics: Classical Textual Criticism: Papyrology: Ancient Prose Fiction

Benfell, V. Stanley, *Associate Professor*, PhD, New York University, 1994. Comparative Literature: Medieval and Renaissance Literature (Italian: French: English)

Burns, Mark K., *Assistant Professor*, PhD, Harvard University, 2003. Humanities: Nineteenth-Century American Literature: Colonial Latin American Literature: African Literature: Cultural Theory

HUMANITIES, CLASSICS, AND COMPARATIVE LITERATURE

Call, Michael J., *Professor*, PhD, Stanford University, 1982. Humanities: Eighteenth- and Nineteenth-Century French Culture: Romanticism

Call, Michael Josiah, *Assistant Professor*, PhD, Yale University, 2007. Humanities: Seventeenth-Century French Literature and Culture

Christenson, Allen J., *Professor*, PhD, University of Texas, Austin, 1998. Humanities: Precolombian Maya and Mesoamerican Literature, Art, and Culture: Early Modernism: North American Art and Culture: Latin American Culture

Duckowitz, Norbert H. O., *Assistant Professor*, PhD, University of Colorado, 1987. Classics: Latin Poetry: Greek and Roman Mythology

Hall, John F., *Professor*, PhD, University of Pennsylvania, 1984. Classics: Roman History, Religion, and Law: Latin Literature

Handley, George B., *Professor*, PhD, University of California, Berkeley, 1995. Humanities: Nineteenth- and Twentieth-Century American, Caribbean, and Latin American Culture: Ethnic Arts: Cultural Theory

Kramer, T. Nathaniel, *Assistant Professor*, PhD, University of California, Los Angeles, 2004. Humanities: Twentieth-Century Literature: Scandinavian Studies: European Modernism: Literary Theory

Lawson, Francesca, *Assistant Professor*, PhD, University of Washington, 1988. Humanities: Ethnomusicology: Chinese Narrative Performance

Lounsbury, Richard C., *Professor*, PHD, University of Texas, Austin, 1979. Classics and Comparative Literature: Early Imperial Literature: Rhetoric: Classical Tradition

Macfarlane, Roger T., *Associate Professor*, PHD, University of Michigan, 1991. Classics: Republican and Augustan Latin Literature

Oscarson, Christopher, *Assistant Professor*, PhD, University of California, Berkeley, 2006. Humanities: Nineteenth- and Twentieth-Century Scandinavian Literature: Film

Parry, Joseph D., *Associate Professor*, PhD, University of Utah, 1995. Humanities: Medieval and Renaissance Studies (especially English: German: Italian)

Peek, Cecilia M., *Associate Professor*, PhD, University of California, Berkeley, 2000. Classics: Hellenistic History: Roman Imperial History: Greek and Latin Literature

Peer, Larry H., *Professor*, PhD, University of Maryland, College Park, 1969. Comparative Literature: Romanticism: Theory

Sederholm, Carl H., *Associate Professor*, PhD, University of Utah, 2002. Humanities: Early American Culture: American Gothic: American Religion

Sondrup, Steven P., *Professor*, PhD, Harvard University, 1974. Comparative Literature: Nineteenth- and Twentieth-Century Literature

Soper, Kerry D., *Associate Professor*, PhD, Emory University, 1998. Humanities: Nineteenth- and Twentieth-Century American Studies: Popular Culture

Sowell, Debra H., *Associate Professor*, PhD, New York University, 1990. Humanities: Performance Studies: Dance History and Criticism: European Romanticism

Stanford, Charlotte, *Associate Professor*, PhD, Pennsylvania State University, 2003. Medieval Studies: Art History: Gothic Architecture: Gothic Revival

Tate, George S., *Professor*, PhD, Cornell University, 1974. Humanities and Comparative Literature: Medieval Studies (Scandinavian: German: English: Twelfth-Century Renaissance)

INFORMATION SYSTEMS

Chair: Romney, Marshall B.
Graduate Coordinator: Anderson, B.
 790 TNRB
 Provo, UT 84602
 (801) 422-5602
 E-mail: mism@byu.edu
 Web site: <http://marriottschool.byu.edu/mism/>

THE PROGRAMS OF STUDY

The Information Systems Department administers one graduate program through the Marriott School: the Master of Information Systems Management—MISM.

The master of information systems management program offers a specialization in information systems and the application of information technology in business organizations based on a general background in business and accounting. The MISM degree is awarded at the completion of the professional program, which can begin as early as the senior year of the bachelor of information systems program and culminates in the Marriott School after the fifth year of study. Students who enter the MISM program with a baccalaureate degree in information systems can complete the program in two years or less.

The objective of the MISM program is to develop graduates who exhibit professionalism and are qualified with specialized knowledge in information system areas. The department seeks to educate individuals who are: (1) imbued with a strong sense of professional commitment, (2) qualified with specialized knowledge in the areas of information systems, (3) committed to continued professionalism beyond formal education, and (4) capable of becoming leaders who exhibit high standards of ethical conduct within their chosen profession.

The department admits approximately 40 students per year into its graduate program.

Information Systems

Management—MISM

The MISM program is designed for students who want professional careers in information systems. Students seek employment with consulting firms, accounting firms, industrial organizations, and not-for-profit entities performing a variety of services, such as understanding the information needs of an organization, designing, developing, and implementing information systems to meet specified requirements, administering the information systems function, auditing an information system, and formulating an information systems master plan to effectively utilize information technology throughout an organization.

Requirements for the MISM Degree.

- Marriott School common requirements: Bus M 520, 530, 540, 550; Bus M 581; P Mgt 582
- MISM requirements: I Sys 531, 550, 551, 552; 555, 560, 562; 15 elective hours from any approved MSM courses not already selected or from other courses as approved by the graduate program coordinator.

FINANCIAL ASSISTANCE

The Information Systems Department utilizes the Marriott School's financial aid provisions. Qualified students can receive aid from the following: the Marriott School Scholarship Fund, private scholarship donations, assistantship awards, and loan assistance.

Scholarships. The Marriott School of Management offers scholarships to Marriott School students through the college, departments and programs. One application online at marriottschool.byu.edu/aid allows students to apply for all scholarships the Marriott School offers.

Assistantships. Research and teaching assistantships are available for qualified second-year students.

Loans. Several loans are available for Marriott School students:

- Marriott School Loans: available to full-time Marriott School day students. Marriott School loans are handled on an individual basis, dependent on financial need and standing within the participating program.
- BYU Short-Term Loans: available for up to the cost of tuition only.
- Federal Stafford Loans: subsidized by the U.S. government. Not available for international students.

More information on and applications for these loans are available from the BYU Financial Aid Office, A-153 ASB, (801) 422-4104, e-mail: financial_aid@byu.edu.

RESOURCES AND OPPORTUNITIES

The N. Eldon Tanner Building. The Tanner Building, which houses the Marriott School, is one of the finest facilities of its kind. The original building, with a dramatic seven-story atrium, was recently updated with a new four-story addition. The addition boasts thirty-nine team study rooms, six large case rooms, the Blue Line Deli, and adds 76,000 square feet to the existing building.

The Marriott School of Management. The Marriott School is recognized as one of the outstanding management schools in the nation. Faculty are actively engaged in research and publication, and they fill leadership positions in a number of national professional organizations. The school has developed innovative educational programs that include internships, executive visitation programs, special student consulting and research projects, and other activities designed to bring management education and training closer to management practice. This is accomplished, in part, through the Marriott School's National Advisory Council.

National Advisory Council. Con-

sisting of more than 160 prominent business and government executives, the National Advisory Council lends major support to the Marriott School. Students benefit by interacting with council members in special campus lectures and seminars and by visiting or working with these executives in their respective organizations. Furthermore, the council assists students with placement opportunities, helps develop funding sources for scholarships, and provides professional development for faculty members.

The Executives on Campus Program. This program gives students an opportunity to interact with distinguished business and government leaders who come to campus. These executives visit classes and meet with student organizations as well as participate in the Executive Lecture Series and Entrepreneurship Lecture Series.

COURSE DESCRIPTIONS

I SYS

515. Spreadsheets for Business Analysis. (3)
Prerequisite(s): I Sys 201 or equivalent.

Using spreadsheets to support business analysis and decision making. Includes sensitivity analysis, pivot tables, introductions to databases, and macros, charting, and similar topics.

520. Business Programming and Spreadsheet Automation. (3)
Prerequisite(s): I Sys 201 or equivalent or instructor's consent.

Programming in Excel Visual Basic; automating common tasks; retrieving data from web servers; building optimization models and user forms.

531. Enterprise Infrastructure. (3)
Prerequisite(s): Admission to MISM program; ISys 404 or equivalent.

Principles of IT enterprise infrastructure management, including platform choices, functionality, cost, security, deployment, controls, flexibility, and adaptability.

533. Advanced Data Communications. (3)
Prerequisite(s): ISys 404 or equivalent.

Design, management, and strategic use of local area networks (LANs), wide area networks (WANs), intranets, and the Internet to solve business problems.

540. Spreadsheet and Database Automation Programming. (3)
Prerequisite(s): I Sys 202 or C S 142; or equivalent; or instructor's consent.

Automating spreadsheets in Excel, interacting with password-protected web sites, writing code to conduct simulations, solving common database interface problems in Access, etc.

542. Web Development. (3)
Prerequisite(s): ISys 403 or equivalent.

Web development techniques, including server-side and client-side processing, database integration, and advanced browser techniques.

543. Mobile Platform Development. (3)
Prerequisite(s): I Sys 413 or equivalent.

Principles of mobile platforms. Application development for mobile platforms such as smart phones and tablets. Emphasizing user experience and business analytics for management decisions.

550. MISM Capstone Introduction. (0.5)
Prerequisite(s): Final year in MISM.

Presentations by faculty and professionals to make students aware of latest developments in the field and help them prepare a capstone project proposal.

551. Leading Change in a Technical Environment. (3)
Prerequisite(s): Admission to a Marriott School graduate program.

Principles and skills of leading information technology-enabled organization change and system implementation. Topics include leadership, change management, ERP/CRM systems implementation, knowledge management, and business process redesign.

552. MISM Capstone Project. (3)
Prerequisite(s): Admission to MISM.

Development and completion of capstone project integrating Information Systems knowledge previously gained in the MISM program.

555. Data Mining for Business Intelligence. (3)
Prerequisite(s): Admission to a Marriott School graduate program; introductory statistics.

Computation of business intelligence from data resources within modern organizations using data mining.

560. Information Systems Security. (3)
Prerequisite(s): I Sys 404 or equivalent.

Security and control for e-business, emphasizing methods of ensuring confidentiality, authentication, message integrity, non-repudiation, access control, digital signatures, and electronic payment mechanisms.

562. Project Management. (3)
Prerequisite(s): Admission to a Marriott School graduate program.

Principles and skills of project management in an information systems context, including management of risk, schedule, scope, cost, quality control, communications, human resources, and procurement.

565. Digital Forensics for Business Investigations. (3)
Prerequisite(s): I Sys 404 or equivalent.

Discovery, retrieval, preservation, organization, and presentation of forensic digital evidence to support business and legal investigations.

571. Introduction to Academic Research in Information Systems. (3)
Prerequisite(s): Admission to MISM program; instructor's consent.

Conducting academic information systems research, including philosophy of science, causality, validity, research proposal development, and research methods.

572. Research Seminar. (3)

Prerequisite(s): I Sys 571; instructor's consent.

Empirical and quantitative research methods; information systems research publication process; hands-on practice performing research; writing and submitting academic papers.

590R. Seminar in Information Systems. (3)

Prerequisite(s):

Special topics by announcement.

599R. Academic Internship: Information Systems. (0.5-3)

Prerequisite(s): Admission to Marriott School graduate program; departmental consent.

Approved on-the-job experience. Applying classroom theory and technology to actual problems; exploring career opportunities; learning role of information systems in business environment.

693R. Readings and Conference. (0.5-3)

Prerequisite(s): MISM director's consent.

In-depth study one-on-one with chosen professor on topic of mutual interest not currently covered in an existing course.

FACULTY

Albrecht, Conan, *Associate Professor*, PhD, University of Arizona, 2000. Distributed Group Support Systems: Computer-Aided Fraud Detection

Allen, Gove, *Associate Professor*, PhD, University of Minnesota, 2001. Database Management: Conceptual Modeling

Anderson, Bonnie B., *Associate Professor*, PhD, Carnegie Mellon University, 2001. Information Systems: Change Management

Ball, Nicholas, *Assistant Professor*, PhD, University of Minnesota, 2005. Information Systems Governance and Ethics

Dean, Douglas L., *Associate Professor*, PhD, University of Arizona, 1995. Systems

Hansen, Gary W., *Associate Professor*, PhD, Indiana University, 1974. Information Systems

Hansen, James V., *Professor*, PhD, University of Washington, 1973. Information Systems

Liddle, Stephen W., *Professor*, PhD, Brigham Young University, 1995. Software Development: Data Extraction: Conceptual Modeling

Meservy, Rayman D., *Associate Professor*, PhD, University of Minnesota, 1985. Audit: Information Systems

Romney, Marshall B., *Professor*, PhD, University of Texas, Austin, 1977. Accounting Information Systems: Fraud

Vance, Anthony, *Assistant Professor*, PhD, Georgia State University, 2009. Information Security: Trust and Information Systems: Internal Control

INSTRUCTIONAL PSYCHOLOGY AND TECHNOLOGY

Chair: Gibbons, Andrew S.

Graduate Coordinator: Wiley, David
150 MCKB

Provo, UT 84602-5089

(801) 422-5097

E-mail: iptsec@byu.edu

Web site: <http://education.byu.edu/ipt>

THE PROGRAMS OF STUDY

Instructional psychology and technology is a branch of educational study concerned with the ideas, principles, and theories related to the improvement of learning. Students of instructional psychology and technology seek to identify and implement improvements in instruction while endeavoring to understand the principles that govern these improvements. These solutions are implemented in educational settings in public schools and universities, business, industry, the government, the military, the community, and the church.

The objective of the Department of Instructional Psychology and Technology is to enhance learning by improving instruction and teaching. In partnership with others, the department will (1) search for knowledge that improves instruction, (2) apply knowledge and technology to solve instructional problems, and (3) empower students with knowledge and skills in instructional development, research, evaluation, and measurement.

Students in each degree program are required to take basic courses in the following areas of disciplined inquiry in instruction: design and development, research, measurement, and evaluation. They are also required to acquire collateral tools from other disciplines such as statistics, computer science, human resource management, and communications. Specialized courses are offered to deepen the candidate's knowledge and theoretical sophistication. Professional skills are developed through

INSTRUCTIONAL PSYCHOLOGY AND TECHNOLOGY

extensive project and internship experiences offered in the schools, church, home, and community.

The Department of Instructional Psychology and Technology offers two degrees: Instructional Psychology and Technology—MS and Instructional Psychology and Technology—PhD.

Approximately thirty students are enrolled in the MS program and fifty students in the PhD programs. Full-time students should be able to complete an MS degree within approximately two years; full-time PhD students with an MS in instructional psychology and technology should be able to complete the PhD within three years.

Master's and doctoral students in other departments wishing to take a minor in instructional psychology and technology should counsel with the instructional psychology and technology faculty member appointed to their graduate committee in selecting the appropriate courses (9 hours of course work required for a master's minor, 12 hours for a doctoral minor).

Instructional Psychology and Technology—MS

The MS program prepares students to assume professional positions in instructional design and evaluation or to pursue a doctorate in these fields. All MS students will be required to complete at least 6 credit hours each fall and winter semester to remain enrolled in the program.

Requirements for Degree.

- Credit hours (minimum 36): 30 course work hours plus 6 thesis hours (IP&T 699R) or 6 project hours (IP&T 698R).
- Required courses (19 hours): IP&T 520, 550, 564, 652, 661.
- Emphasis: 7 hours to be determined in consultation with graduate committee.
- Internship: 3 hours (IP&T 599R).

- Seminar: 1 hour (IP&T 690R).
- Thesis: 6 hours (IP&T 699R); or project: 6 hours (IP&T 698R).
- Examinations: oral defense of thesis or project.

Instructional Psychology and Technology—PhD

The PhD program prepares students to assume positions of leadership in instructional design and evaluation. Graduates may take positions as faculty at colleges and universities, direct other instructional designers in private or public institutions, or work as an individual consultant.

The instructional psychology and technology doctoral program is designed for full-time study. All PhD students will be required to complete the equivalent of 9 credit hours each fall and winter semester to remain enrolled in the program.

Requirements for Degree.

- Credit hours (minimum 72): 54 course work hours plus 18 dissertation hours (IP&T 799R).
- Required courses (16 hours): IP&T 520, 564, 620, 652, 661.
- Specialization: 18 hours as determined in consultation with graduate committee.
- Internship: 12 hours (IP&T 599R).
- Seminar: 2 hours (IP&T 690R).
- Two projects: 6 hours.
- Residence: the equivalent of 9 credit hours each fall and winter semester.
- Examinations: (A) comprehensive written examination; (B) oral defense of dissertation.
- Time limit: all requirements for the doctorate must be completed within an eight-year period.

FINANCIAL ASSISTANCE

Financial assistance is available mainly in the form of paid internships

through the Instructional Psychology and Technology Department, other departments within the university, and various agencies external to the university. Limited funds are available for partial tuition scholarships for students with emergency financial needs. Other financial aid is available through the university.

RESOURCES AND OPPORTUNITIES

Instructional psychology and technology utilizes the David O. McKay Education Building for the majority of its classrooms and resource centers.

The school and department provide extensive microcomputer and multimedia facilities for student use. Macintosh and Windows computers are available in various computer laboratories. Most of these computers are connected to the university broad-band network, which provides convenient access to a large number of computer-based software tools, such as SPSS and SAS statistical analysis programs, the university library card catalog, the ERIC index, and the Internet.

For a more detailed description of the graduate program requirements, see the department Web site at www.byu.edu/ipt/.

COURSE DESCRIPTIONS

IPT

514R. Special Topics in Instructional Psychology. (0.5-3)

Prerequisite(s):

Topics vary. Topics may include technical applications, effective teaching, student assessment.

515R. Special Topics in Instructional Psychology and Technology. (3)

Prerequisite(s):

515R. Scholarly Writing and Argumentation. (3)

Prerequisite(s):

A prerequisite course designed to help improve students' scholarly writing and argumentation. Students work together to strengthen their skills in these areas by analyzing sources from the scholarly literature, completing writing assignments, offering feedback on other students' work, receiving feedback on their own, and completing a course project.

520. Foundations of Instructional Technology. (3)

Prerequisite(s):

Introduction to instructional psychology and technology theory and practice: psychological foundations of human performance technology and learning sciences. Current research issues, professional organization of the field, and ethical issues.

550. Empirical Inquiry and Statistics. (6)

Prerequisite(s):

Integration of empirical research and statistical analysis in evaluation. Designing, conducting, analyzing, reporting, and critically evaluating research studies.

560. Microcomputer Materials Production. (3)

Prerequisite(s): IP&T 286 or 515R (Microcomputers in Schools).

Designing, programming, and debugging educational applications of microcomputers using a high-level computer language.

564. Instructional Design. (3)

Prerequisite(s):

Identifying instructional problems; specifying objectives, instructional strategies, and media; analyzing learning outcomes; developing instructional materials and assessment instruments; validating instructional systems.

599R. Academic Internship. (0.5-6)

Prerequisite(s): Departmental consent.

620. Principles of Learning. (3)

Prerequisite(s):

Improving classroom learning through understanding underlying psychological principles and theories.

650. Quantitative Reasoning. (3)

Prerequisite(s): IP&T 550.

Use of analysis of variance and multiple regression/correlation in analyzing and interpreting results of educational research and evaluation.

652. Assessing Learning Outcomes. (4)

Prerequisite(s): IP&T 550.

Selecting and constructing instruments and procedures for assessing affective, behavioral, and cognitive outcomes of education.

654. Computers in Educational Measurement. (0.5-4)

Prerequisite(s): IP&T 652 or instructor's consent.

Types of computerized measurement and assessment methods and item forms, as well as their development, delivery, and statistical theory.

655. Instructional Print Design and Production. (2)

Prerequisite(s): IP&T 564.

Applying instructional and visual design principles to produce instructional print materials, using computer-based tools.

656. Qualitative Inquiry in Education. (3)

Prerequisite(s):

Introduction emphasizing assumptions made, methods used, and standards for judging qualitative studies

657R. Measurement Project. (0.5-3)

Prerequisite(s): IP&T 652, Stat 510; or equivalents.

Designing, conducting, and reporting a comprehensive measurement project.

661. Introduction to Evaluation in Education. (3)

Prerequisite(s):

Introduction to the nature, purposes, and functions of educational evaluation in making judgments about teachers, instructional materials, academic programs, curricula, and school systems.

664. Advanced Instructional Design. (3)

Prerequisite(s): IP&T 564.

Advanced laboratory in instructional system design, production, formative evaluation, packaging, and implementation. Systematic critical analysis of all phases of development.

665. Instructional Visual/Video Production. (4)

Prerequisite(s):

Designing, producing, and integrating audio, visual, and video instructional materials. Applying digital and other technologies in audio recording and mixing, and photographic and video production.

667R. Evaluation Project. (0.5-3)

Prerequisite(s): IP&T 661.

Designing, conducting, and reporting a comprehensive project in evaluation.

674R. Quasi-Experimental Studies. (0.5-3)

Prerequisite(s):

677R. Research Project. (0.5-3)

Prerequisite(s): IP&T 672.

Designing, conducting, and reporting a comprehensive project in research.

682. Project and Instructional Resource Management. (3)

Prerequisite(s):

Managing research, development, and evaluation projects in public schools and higher education. Planning, budgeting, supervising, managing personnel, and scheduling.

687R. Development Project. (0.5-3)

Prerequisite(s): IP&T 564.

Designing, conducting, and reporting a comprehensive project in development.

690R. Seminar. (0.5-3)

Prerequisite(s):

692R. Advanced Topics. (0.5-3)

Prerequisite(s):

693R. Directed Individual Study. (0.5-3)

Prerequisite(s): Instructor's consent.

INSTRUCTIONAL PSYCHOLOGY AND TECHNOLOGY

698R. Master's Project. (0.5-6)

Prerequisite(s):

699R. Master's Thesis. (0.5-6)

Prerequisite(s):

750. Research Synthesis and Conceptualization. (3)

Prerequisite(s): IP&T 550.

Survey of major research problems, questions, and theories that have been investigated in instructional psychology and technology. Preparing critical, integrative synthesis of completed research; conceptualizing problems for further inquiry. Research prospectus required.

752. Measurement Theory. (3)

Prerequisite(s): IP&T 652.

Classical and modern models for measuring human attributes. Issues related to reliability, validity, item selection, scoring, standard setting, and test equating. Use of item response theory and generalizability theory.

754. Item Response Theory. (3)

Prerequisite(s): IP&T 752.

Concepts, models, and assumptions in IRT, including trait and parameter estimation, scale properties, assessment of model fit, and the use of computer software. Emphasizes applications of IRT to practical testing problems including test construction and revision, adaptive testing, differential item functioning, score equating, vertical scaling, and model-based diagnostic assessment.

756. Advanced Qualitative Inquiry in Education. (3)

Prerequisite(s): IP&T 656.

Emerging issues, theories, practices, and problems associated with qualitative inquiry in education.

760R. Advanced Computer-Based Instruction. (3)

Prerequisite(s): IP&T 560.

Current issues, research, and applications of computer technology in education. Advanced programming.

761. Advanced Evaluation in Education. (3)

Prerequisite(s): IP&T 661.

Assumptions, theories, practices, and problems associated with educational evaluation.

790R. Advanced Seminar. (0.5-3)

Prerequisite(s):

799R. Doctoral Dissertation. (0.5-9)

Prerequisite(s): Completion of skill and project requirements.

Formal report and defense of a substantive research topic designed to make an original contribution to knowledge in the field.

FACULTY

Bush, Michael D., *Associate Professor*, PhD, Ohio State, 1983. What Computers can do to Enrich Learning and Provide Access to Information

Davies, Randall S., *Assistant Professor*, PhD, Brigham Young University, 2002. Evaluating Educational Practices and Programs, Policies, Assessment Practices and Instructional Methods: With Specific Emphasis on the Use of Technology and its Effectiveness to Enhance Learning

Gibbons, Andrew S., *Professor*, PhD, Brigham Young University, 1974. Design Theory: Design Languages: Instructional Simulation

Graham, Charles R., *Associate Professor*, PhD, Indiana University, 2002. Instructional Systems Technology

Osguthorpe, Russell T., *Professor*, PhD, Brigham Young University, 1975. Research on Teaching and Learning

Rich, Peter J., *Assistant Professor*, PhD, University of Georgia, 2007. Video Analysis and Teacher Ed

Sudweeks, Richard R., *Professor*, PhD, University of Illinois, 1978. Educational Measurement and Evaluation

West, Richard E., *Assistant Professor*, PhD, University of Georgia, 2009. Communities of Innovation: Program Evaluation: Creativity, K-16 Technology Integration: Online Collaborative Learning

Wiley, David A., *Associate Professor*, PhD, Brigham Young University, 2000. Universal Access to Education: Reuse and Localization of Open Education Resources: Uses of New Media and Social Media to Support Learning

Williams, David D., *Professor*, PhD, University of Colorado, 1981. Evaluation: Qualitative Research

Yanchar, Stephen, *Associate Professor*, PhD, Brigham Young University, 1997. Critical Thinking: Theory-Practice Issues: Agency in Education

LANGUAGE STUDIES, CENTER FOR

Director: Clifford, Ray T.

Graduate Coordinator: Lundberg, Grant

3086 JFSB

Provo, UT 84602-6715

(801) 422-5199

E-mail: clsgradsec@byu.edu

Web site: <http://slat.byu.edu/>

THE PROGRAMS OF STUDY

The Programs of Study

The Center for Language Studies offers a college-wide M.A. degree in Second Language Teaching (SLaT). It is anticipated that eight to ten students would be admitted into the SLaT program each year. Students are admitted to the program with a specific language emphasis, provided that there is a graduate faculty member in the target language who can serve as thesis advisor. It will normally take four semesters for a student to complete the program.

Second Language Teaching (SLaT) -- MA

The SLaT MA program is ideally suited to the needs of individuals who have completed undergraduate degrees in foreign languages and have an interest in teaching their acquired language in an advanced educational setting, such as in a college or university or in a business enterprise. The program will also be beneficial to currently certified foreign language teachers as part of their continuing professional development or as preparation to pursue a Ph.D. in foreign language education.

Second Language Teaching (SLaT)—MA

Requirements for Degree.

- Credit hours (33): Master's Thesis Option (699R) - minimum 27 course work hours and 6 thesis hours or Master's Project Option (698R) minimum 30 course work hours and 3 project hours.

- Required Core Courses: SLaT 601, 602, 603, and 604 (12 credits) plus 3 additional courses from the following: SLaT 610, 611, 612, 613, or 614 (9 credits).
- Elective courses (6 credits):
- 3 credits of a graduate-level language, linguistics, or literature course of the language of emphasis.
- 3 credits of a graduate-level language-specific course or an additional pedagogy course (see core courses listed above).
-
- Examinations: (A) Written comprehensive exam covering student's coursework and reading list. (Students are required to take this exam during the fourth semester of study.) (B) Oral defense of thesis or project.

FINANCIAL ASSISTANCE

Partial tuition scholarships are available. Applicants may also contact directly the department of their language of emphasis to apply for teaching assistantships.

RESOURCES AND OPPORTUNITIES

Teaching Opportunity: Students in the SLaT program will typically have the opportunity to teach one or more classes in their language of emphasis. If such an opportunity is not offered through the student's language department, students are strongly encouraged to gain teaching experience in another second language teaching setting.

Humanities Technology and Research Support Center: Students in the Second Language Teaching program may utilize facilities in the HTRSC for computer-assisted language instruction and research.

The Foreign Language Student Residence: Students who desire a more

intensive language study experience and practical application of the language under the direction of faculty and native residents may apply to live in the FLSR. All activities in the individual apartments in the residence are conducted in the foreign language. Housing is available for men and women in Arabic, Chinese, French, German, Italian, Japanese, Portuguese, Spanish, and Russian languages. Graduate students may participate in this program as students or as native-speaker resident facilitators.

For a more detailed description of the graduate program requirements, send for a copy of the handbook.

COURSE DESCRIPTIONS

FLANG

595. Research Design in TESOL. (1) Prerequisite(s): Admission to TESOL MA (thesis option) or language acquisition MA program; preliminary draft of rationale and review of literature for MA thesis.

Research design options for examining language acquisition and teaching. Designing research and writing the third chapter of the MA thesis. Students may enroll concurrently for up to 2 hours of Ling 699R (thesis) credit.

SLAT

601. Survey of Second Language Teaching and Acquisition: Theory and Practice. (3)

Prerequisite(s):

Research in second language teaching; theories of language learning; historical trends and current practices and issues in language education.

602. Linguistics for Language Teachers. (3)

Prerequisite(s):

In-depth knowledge of language systems, i.e., phonology, morphology, syntax, semantics, and pragmatics.

603. Conducting Research in Second Language Teaching. (3)

Prerequisite(s):

Reviewing, understanding, and evaluating published research; designing quantitative and qualitative research studies; using basic statistical procedures for analyzing data; writing a research prospectus conforming to APA style guidelines.

604. Assessing Language Skills. (3)

Prerequisite(s):

Purposes and uses of various forms of assessment; development of tests, surveys, questionnaires, and alternative forms of assessment; evaluation of the quality of assessments.

610. Using Media and Technology in Second Language Teaching and Research. (3)

Prerequisite(s):

Using and applying various types of media and technology appropriate for second language teaching, learning, and research.

611. Teaching Listening and Speaking Skills. (3)

Prerequisite(s):

Theory and research on teaching and learning listening and speaking skills; applying professional guidelines on listening and speaking; selecting and using appropriate techniques for teaching and assessing oral skills.

612. Teaching Reading and Writing Skills. (3)

Prerequisite(s):

Theory and research on teaching and learning reading and writing skills; applying professional guidelines on reading and writing; selecting and using appropriate techniques for teaching and assessing literacy skills.

613. Teaching and Learning About Culture. (3)

Prerequisite(s):

Role of culture in second language courses; current theory and research on culture teaching and learning; techniques for teaching and assessing culture.

614R. Seminar in Second Language Teaching. (3)

Prerequisite(s):

Topics vary. In-depth discussion about issues relating to second language learning, teaching, and research.

680R. Directed Studies. (1-3)

Prerequisite(s):

Individualized studies in language of emphasis, directed by a faculty member. Research paper required.

698R. Master's Action Research Project. (1-3)

Prerequisite(s):

699R. Master's Thesis. (0.5-6)

Prerequisite(s):

FACULTY

A large number of faculty members are associated with the program and are available for consultation. See faculty names and research interests under the Linguistics and English Language section of this catalog and the various language departments. The primary advisor is usually associated with one's language emphasis.

LAW SCHOOL, J. REUBEN CLARK

Dean: Rasband, James R.

Associate Dean: Augustine-Adams, Kif

Associate Dean: Smith, D. Gordon

Associate Dean: Cameron, Scott W.

Assistant Dean and Graduate Coordinator: Hernandez III, Carl

340 JRCB

Provo, UT 84602-8000

(801) 422-4277

Fax: (801) 422-0389

E-mail: admissions@law.byu.edu

Web site: <http://www.law2.byu.edu>

THE PROGRAMS OF STUDY

Students admitted to the highly competitive programs of the Law School receive a breadth and depth of training that prepare them to function in the wide range of activities that occupy the professional lawyer's life. Students gain firsthand experience with a variety of teaching and learning methods, among them Socratic or inductive teaching, problem solving, seminars, individual research, and clinical experience.

The specific objective of the curriculum is to maximize the student's mastery of legal reasoning and legal method—in addition to teaching a core of the basic substantive rules of law and imparting an appreciation for its institutions and traditions.

Students are taught to analyze complex factual situations; to separate the relevant from the irrelevant; and to reason inductively, deductively, and by analogy. Students are also schooled in the arts of written and oral advocacy.

Two degrees are offered through the J. Reuben Clark Law School: Law—JD and Comparative Law—LLM. The university has also approved programs whereby qualified students can obtain a concurrent master's degree in business administration, public administration, accountancy, education, or public policy while pursuing a law degree.

The Law School seats approximately 150 students each year in its first-year class. The juris doctorate (JD) may be completed no earlier than five fall or winter semesters and no later than sixty months after a student has begun law study at an ABA-approved law school. The LLM students receive their degree on completion of 24 credit hours earned during at least two semesters in residence.

Law—JD

The J. Reuben Clark Law School offers a course of graduate professional study leading to the juris doctorate (JD) degree. Additional information about legal education, admissions standards, and procedures—including information about the Law School Admission Test (LSAT) and registration with the Law School Data Assembly Service (LSDAS)—can be obtained from the admissions office of the Law School or on our Web site at <http://www.law2.byu.edu/admissions>.

Requirements for Degree.

- Credit hours (90): credits toward the JD degree may be completed no earlier than five fall or winter semesters and no later than sixty months after a student has begun law study at an ABA-approved law school.
- Required courses: the following first-year courses are required for graduation: Civil Procedure, Contracts, Criminal Law, Legislation and Regulation, Property, Structures of the Constitution, Torts, Introduction to Legal Research and Writing and Introduction to Advocacy. Each student is also required to take Professional Responsibility during the second or third year.
- Substantial paper: each student will be required to prepare, during his or her second or third year, a substantial paper of satisfactory quality.
- Professional skills requirement: each student must complete at least two credit hours of externship credit or at least one of the

second-year or third-year courses designated as a "Professional Skills Course."

- Residency requirement: graduation requires six regular semesters in residence. Enrollment in summer programs can reduce the number of regular semesters from six to five.
- Graduation interview: to be held with the Law School registrar four months prior to graduation.

Comparative Law—LLM

The J. Reuben Clark Law School created the Master of Law (LLM) program in 1988 to provide an opportunity for lawyers trained in jurisdictions outside the United States to study the U.S. legal system. The program provides maximum exposure to the U.S. legal system and interaction between master of law students and students seeking the juris doctorate degree. Students obtain a solid foundation in the basic principles of U.S. law while being allowed the flexibility to pursue personal academic interests. To ensure a superior educational experience for students in the program, admission is generally limited to six to eight students per year.

The master of law (LLM) degree is conferred upon successful completion of a minimum 24 credit hours earned during at least two semesters in residence following completion of a JD degree or its equivalent outside the United States.

Requirements for Degree.

- Credit hours (24): credits toward the LLM degree must be earned during at least two regular BYU Law School semesters.
- Required courses: each student will be required to complete Introduction to American Law as well as Legal Research and Writing during the fall semester. Additionally, each student is required to complete one of the regular first-year courses in the JD program. The course chosen to fulfill this

requirement is determined by the student in consultation with his or her faculty-appointed advisor.

- Written thesis: a student may earn up to 6 credit hours for a written thesis project supervised by an appointed thesis advisor and defended before that advisor and two additional readers. Although the written thesis is encouraged, it is not required for completion of the LLM degree.
- The student chooses the remainder of his or her curriculum from the regular juris doctor course offerings.

Joint Law Degrees—MBA/MPA/MAcc/MEd/MPP

Joint Law and Management Degrees—JD/MBA, JD/MPA, and JD/MAcc

The Law School and the Marriott School of Management have approved arrangements whereby qualified students may earn joint degrees from the two schools in four years of full-time graduate study. Students may earn a juris doctor (JD) degree and either a master of business administration (MBA), master of public administration (MPA), or master of accountancy (MAcc) degree.

Candidates must satisfy the admission requirements for and be admitted to each program separately.

Joint Law and Master of Education Degree—JD/MEd

The Law School and the McKay School of Education have approved arrangements whereby qualified students may earn a joint degree from the two schools. Students may earn a juris doctor (JD) degree and a master of education (MEd) degree. Candidates must satisfy the admission requirements for and be admitted to each program separately.

Joint Law and Master of Public Policy Degree—JD/MPP

The Law School and the Public Policy Graduate Program have approved arrangements whereby qualified

students may earn a joint degree from the two programs in four years of full-time graduate study. Students may earn a juris doctor (JD) degree and a master of public policy (MPP) degree. Candidates must satisfy the admissions requirements for and be admitted to each program separately.

FINANCIAL ASSISTANCE

Some scholarship and loan funds are available to law students. Those interested in these opportunities should inquire at the Law School Admissions Office and the BYU Financial Aid Office.

Tuition. Since a significant portion of the cost of operating the Law School comes from the tithes of The Church of Jesus Christ of Latter-day Saints, students and the families of students who are tithe-paying members have already made a significant contribution to the university and are thus charged a lower tuition than non-members. This disparity is similar to the higher tuition charged by law schools of state universities to non-residents.

Annual tuition: \$10,950 LDS

\$21,900 non-LDS

RESOURCES AND OPPORTUNITIES

J. Reuben Clark Law School Building. The J. Reuben Clark Law School building is located near the eastern edge of campus. Its five floors house classrooms with electrical connectivity to each student seat, wireless capabilities from all locations within the building, faculty offices, and the law library.

Howard W. Hunter Law Library. The Howard W. Hunter Law Library is one of the leading law libraries in the country and contains an extensive collection of legal materials in both print and electronic format. In addition to offering the latest in technological facilities and services, the library also provides individual

study carrels with hookups for computer access to networks, as well as study rooms for group use. Law students also have access to the holdings in the university library, the Harold B. Lee Library.

Cocurricular Programs. Law students publish the Brigham Young University Law Review, the BYU Journal of Public Law, the Brigham Young University Education and Law Journal, and the BYU International Law and Management Review. Law students also participate in the Moot Court Board of Advocates and Trial Advocacy programs.

Externship Program. This program offers an opportunity for students to participate in practical training with private law firms, the judiciary, governmental offices, or international regional offices of legal counsel for The Church of Jesus Christ of Latter-day Saints in many foreign nations.

Student Organizations. Within the Law School, students may participate in a number of organizations, among them the Student Bar Association, the Alternative Dispute Resolution (ADR) Society, the American Constitution Society for Law and Policy (ACS), the Black Law Students Association (BLSA), the Family Law Society, the Federalist Society, the Government and Politics Legal Society (GPLS), the Immigration Law Forum, the International Law Student Association (ILSA), Jail Outreach, Law Cycling Club (Legal Spin), the Minority Law Student Association (MLSA), the Native American Law Student Association (NALSA), the Natural Resources Law Society, Phi Delta Phi, the Public Interest Law Foundation (PILF), Real Estate Law Society, Running Objection, the Student Intellectual Property Law Association (SIPLA), the Sports and Entertainment Law Society (SpEnt), and Women In Law (WIL). For spouses of married law students there is Law Partners, and for single law students there is the Law Singles Society. Many law students also participate in the 5th Grade Mentoring Program.

COURSE DESCRIPTIONS

LAW

505. Torts. (4)

Prerequisite(s): Admission to law school.

Study of the judicial process in civil actions for damages or equitable relief for physical, appropriational, and defamatory harms to personality, property, and relational interests, with some consideration of alternative reparation systems such as workers' compensation.

510. Contracts. (4)

Prerequisite(s): Admission to law school.

Examination of the promises enforced by law, and the nature of the protection given. Inquiry made into the formation, performance, and discharge of contracts; their assignment, termination, and modification; and the variety, scope, and limitations on remedies. Attention will be given to Article 2 of the Uniform Commercial Code.

515. Civil Procedure. (4)

Prerequisite(s): Admission to law school.

Basic study of the operation of courts, including an introduction to the organization of state and federal courts and relationships between them. Topics include: jurisdiction over persons, things, and subject matter; venue; the scope of litigation as to claims, defenses, and parties; pleading, pretrial motions, discovery, and pretrial conferences; trials and the functions of judges, juries, and lawyers; appeals and the role of appellate courts; and the enforcement and finality of judgments and decrees.

520. Property. (4)

Prerequisite(s): Admission to law school.

"Inquiry into the nature of ""property"" and ""ownership"" of land and structures on land and the ways in which ownership may be established, restricted, transferred, and divided among various persons."

525. Criminal Law. (3)

Prerequisite(s):

Problems in defining what conduct should be subjected to criminal penalties; the limitations of criminal law as a means for prevention and control of undesirable conduct.

530. Structures of the Constitution. (3)

Prerequisite(s): Admission to law school.

The constitution's distribution of sovereign power between the federal government and the states; its allocation of federal sovereign power among Congress, the president, and the judiciary.

535. Legislation and Regulation. (3)

Prerequisite(s): Introduction to lawmaking in the modern statutory and administrative state. Examining the way Congress and administrative agencies adopt binding rules of law (statutes and regulations, respectively) and the way the implementing institutions - courts and administrative agencies - interpret and apply these laws. Considering the theories and justifications behind modern legislative and regulatory behavior, the incentives that influence the behavior of various actors, and the legal rules that help structure the relationships among Congress, the agencies, and the courts.

545. Introduction to Legal Research and Writing. (3)

Prerequisite(s): Admission to law school.

Introduction to tools and techniques essential to law practice and legal scholarship: legal analysis, research using print sources, and objective writing. Student will write three predictive office memoranda based on library research and complete a series of legal research quizzes and a legal research final exam.

546. Introduction to Advocacy. (2)

Prerequisite(s): Law 545.

Focuses on appellate legal writing and oral advocacy. Student will prepare an appellate brief and orally argue the case in the first-year moot court competition. Also includes training for online legal databases and introduction to administrative law and legislative history research.

549. Professional Seminar. (0.5)

Prerequisite(s): Admission to law school.

The intersections of law, religion, values, and professionalism; relations between legal education, legal system, practice of law, and roles of lawyers.

550. Professional Development Lecture Series 1. (0.5)

Prerequisite(s): Admission to law school.

Determining which career path to pursue. Practicing attorneys discuss the nuts and bolts of areas of practice.

551. Professional Development Lecture Series 2. (0.5)

Prerequisite(s): Admission to law school.

Determining which career path to pursue. Practicing attorneys discuss the nuts and bolts of areas of practice.

552. Professional Development Skills Training. (0.5)

Prerequisite(s): Admission to law school.

Creating resumes, business correspondence, and marketing plans; effective interviewing and networking; incorporating technology and published resources in the job search.

599R. Externship. (1-12)

Prerequisite(s): First-year law courses.

601. Advanced Legal Research. (2)

Prerequisite(s): First-year law courses.

Advanced legal research sources and methodologies.

602. Administrative Law. (3)

Prerequisite(s): First-year law courses.

Examination of the administrative process: why administrative agencies are created, how they obtain and use information, what proceedings (rulemaking/adjudication) agencies can commence, and what controls (political/judicial) over agency action exist.

603. Criminal Procedure. (3)

Prerequisite(s): First-year law courses.

Problems in administering a system of criminal law; constitutional and policy limitations upon public officers in dealing with suspected, charged, and convicted offenders.

605. Antitrust. (3)

Prerequisite(s): First-year law courses.

Development of legal doctrine under the Sherman Act and supplemental legislation, including price fixing, division of market, monopolization, mergers, tying and exclusive dealing arrangements, boycotts, and special relationships between principles of patent and antitrust law. Emphasis: the relationships between principles of law and economics, examined in the context of certain key cases.

606. Anglo-American Legal History. (2)

Prerequisite(s): First-year law courses.

Survey of the legal systems and values that influenced Western civilization, with emphasis on the history of Anglo-American common law.

607. Ancient Laws in the Bible and Book of Mormon. (3)

Prerequisite(s): First-year law courses.

Comparative study of selected legal topics in the law codes of the Sumerians, Babylonians, Hittites, Assyrians, and Israelites, as well as legal cases in the Book of Mormon and the New Testament.

608. Law of Debtors and Creditors. (3)

Prerequisite(s): First-year law courses.

Exploration of our human condition as debtors and creditors.

609. Freedom and Religion. (3)

Prerequisite(s): First-year law courses.

Appropriateness of public action based on religious belief, with specific application to questions of abortion, same-sex orientation, gender discrimination, and pornography.

610. Business Associations. (3)

Prerequisite(s): First-year law courses.

Introduction to business associations, agency, uniform partnership acts, the essentials of corporate formation, shareholders rights, special problems of closely held businesses, preemptive rights, etc.

612. Accounting for Lawyers. (2-3)

Prerequisite(s):

Teaches generally accepted accounting principles, practices, and standards. Includes information about accrual accounting and revenue recognition, double-entry record keeping, development of accounting principles and auditing standards, the time value of money, financial statement analysis, and contingencies. Intended for law students who do not have an accounting background. Students who have a substantial background in accounting or who have recently taken an introductory accounting class are ineligible to take or receive credit for this course.

613. Community Lawyering. (3)

Prerequisite(s): First-year law courses.

Christian reconstruction of the lawyer's role in public life, especially how that role is performed among the disadvantaged.

615. Secured Transactions. (3)

Prerequisite(s): First-year law courses.

All aspects of security in personal property (personal property includes everything except land). Problems and legal principles relevant to the creation of the security interest, to its perfection, to priorities between competing security interests and between a security interest and other kinds of property interest, to payment and redemption, and to realization procedures. Article 9 of the Uniform Commercial Code.

616. Commercial Paper. (3)

Prerequisite(s): First-year law courses.

Negotiable instruments (checks, drafts, notes) under Articles 3 and 4 of the Uniform Commercial Code; letters of credit and electronic transfers.

617. Comparative Law. (3)

Prerequisite(s):

Non-common-law legal tradition, emphasizing civil law. Legal traditions of Islamic and socialist countries.

619. Conflicts of Law. (2-3)

Prerequisite(s): First-year law courses.

Jurisdictional issues, choice of law, and recognition of judgments in cases involving interstate and state-federal conflicts.

621. The Fourteenth Amendment. (3)

Prerequisite(s): First-year law courses.

Express and implied individual rights guaranteed by the privileges or immunities, equal protection, and due process clauses of the Fourteenth Amendment.

622. Selected Issues in Employment Law. (3)

Prerequisite(s): First-year law courses.

Employment discrimination: benefits, compensation, and hours; workplace safety and health.

623. Business Reorganization Under the Bankruptcy Code. (3)

Prerequisite(s): First-year law courses; Law 608.

Practical analysis of the law and policy underlying business reorganizations in Chapter 11 from filing the petition to confirming the plan.

624. Environmental Law. (3)

Prerequisite(s):

Major federal laws relating to environmental protection, including the Endangered Species Act, the Clean Air Act, the Clean Water Act, the National Environmental Policy Act, and CERCLA. Crosscutting issues of environmental and regulatory concern, including strengths and limitations of differing regulatory approaches; role status, agencies, and private litigants in administering and enforcing such laws; extent to which economic analysis is appropriate to formulating environmental policies.

625. Evidence. (3)

Prerequisite(s): First-year law courses.

Law of evidence, including principles governing admissibility of evidence, competency of witnesses, and function of lawyer, judge, and jury in presenting and evaluating evidence.

626. The First Amendment. (3)

Prerequisite(s): First-year law courses.

Rights guaranteed by the speech, press, and religion clauses of the First Amendment.

627. Appellate Practice and Procedure. (2-3)

Prerequisite(s): First-year law courses.

Explores a range of procedural issues that arise in appellate litigation in the federal and state courts, including preservation of issues; appealability; parties on appeal; perfecting an appeal; relief pending appeal; and standards of review. Students will consider these issues as they arise in cases and rules in federal and state appellate systems, with some comparative analysis of the differences between the two systems.

628. Remedies. (3)

Prerequisite(s): First-year law courses.

General principles and basic rules governing the rich inventory of remedies available through American courts, which cuts across substantive fields and guides the lawyer in fashioning or defending against various remedial schemes in any substantive context. Issues and developments of contemporary importance, including public as well as private law remedies.

630. Criminal Trial Practice. (2)

Prerequisite(s): First-year law courses.

Develops the art and practical skill of trial advocacy. Typical situations that arise in the trial of a criminal case.

632. Family Law. (3)

Prerequisite(s): First-year law courses.

General survey of laws regulating the creation, continuation, and dissolution of spouse and parent-child relations.

633. Children and the Law. (2)

Prerequisite(s): First-year law courses; Law 632.

Issues relating to state regulation of parent-child relations, including children's rights, parent rights, juvenile courts, adoption, health decisions, educational decisions, child abuse and neglect, youth status offenses, and delinquency.

634. Law and Public Education. (2)

Prerequisite(s): First-year law courses.

Constitutional issues of public education: free speech, student conduct, teacher rights and discipline, equal access, special education, home schools, and religion in the public schools.

635. Federal Courts 1. (3)

Prerequisite(s): First-year law courses.

"An advanced study of the federal structure of our judicial system, with emphasis on the limits of the federal judicial power and the respective powers of federal and state courts. Topics studied include the power of Congress to restrict the jurisdiction of federal courts, use of "legislative" courts, Supreme Court review of state court decisions, federal injunctions of state officers and proceedings, state governmental immunity from federal court litigation, abstention, removal, and habeas corpus. The course also examines sophisticated problems of federal questions and other "heads" of federal judicial power and considers aspects of federal government litigation."

637. Advanced Estate Planning. (3)

Prerequisite(s): First-year law courses, Wills and Estates, Tax 1 and 2, Business Associations.

Effective disposition of wealth by *inter vivos* gift and testamentary transfer.

639. International Business Transactions. (3)

Prerequisite(s):

Making, regulating, and breaking international business transactions. (1) Formation of international business transactions, focusing on contracting for and financing the international sale of goods, licensing and distributorship agreements, and foreign direct investment. (2) Regulation stage of international business transactions, including the transactional reach of U.S. government regulation, regulation of corrupt payments to foreign officials, international protection of intellectual property, and securities and antitrust aspects of international transactions. (3) Breaking international business transactions; transnational dispute resolution through arbitration and through transnational litigation in U.S. courts.

640. Federal Taxation 1. (4)

Prerequisite(s): First-year law courses.

Federal personal income tax, with an introduction to business and corporate income tax and federal tax procedure. Examining and understanding statutory, judicial, and administrative tax law and applying 'the law in solving specific problems.

641. Federal Income Taxation 2. (4)

Prerequisite(s): First-year law courses; Law 640.

Federal income tax consequences flowing from creation, operation, merger, dissolution, and sale of partnerships and corporations; federal tax considerations bearing on choice between conducting a business in partnership or corporate form.

643. International Taxation. (3)

Prerequisite(s): First-year law courses; Law 640.

Rules governing U.S. taxation of income earned within the U.S. by foreigners. Critique of these rules in light of economic and international law norms.

644. Insurance Law. (3)

Prerequisite(s): First-year law courses.

Insurance law including formation, interpretation, and enforcement of the insurance contract; coverage issues, legal aspects of the regulation of the insurance industry.

645. Federal Indian Law. (3)

Prerequisite(s): First-year law classes.

Law of the federal government and the states respecting Native Americans and their land. Relationship of European discoverers and Native Americans during colonial period; Native American treaties, executive orders, and agreements; changing United States policy respecting Native Americans; federal, state, and tribal jurisdictions, civil and criminal; tribal courts; Native American hunting and fishing rights, water rights, and civil rights.

646. Jurisprudence. (3)

Prerequisite(s):

Basic legal conceptions that pervade the theory of practice and law: the idea of the rule of law itself, the tension between natural law and positivism, rules and discretion, discourse, justice, desert, consent, equality, morality, efficiency, loyalty, and consistency. How these ideas lie at the heart of the legal discipline, and how some of the world's greatest minds have come to terms with them. Readings drawn from classical and contemporary sources.

647. International Organizations. (3)

Prerequisite(s):

Makeup and expanding operations of the UN system. Expanding role of international law on domestic policy.

649. Banking Law. (2-3)

Prerequisite(s): First-year law courses.

Review the laws affecting commercial banks and thrift institutions, the functions of the various federal and state regulatory agencies, the development of innovative forms of financial services, the effects of electronic technology upon banking law and interstate banking. Provides an overview of the different regulatory regimes affecting financial institutions (e.g., insurance companies, broker-dealers, investment banks, private funds, and depository institutions), with primary focus on banking law and regulation.

650. Real Estate Finance. (3)

Prerequisite(s):

Review of real estate finance transactions, including mortgages, trust deeds, installment sales contracts, other mortgage substitutes, receiverships, transfer of real estate security interests, discharge, deeds in lieu of foreclosure, foreclosure, foreclosure sales, redemption, deficiency payments, priorities, mechanics liens, judgment liens, purchase money mortgages, and ground leases.

651. Advanced Appellate Advocacy. (3)

Prerequisite(s): First-year law courses.

Written and oral advocacy in the appellate process, including strategy, persuasion techniques, circuit splits, policy argument, standards of review, adverse authority, and counterargument.

652. Legislation. (2)

Prerequisite(s): First-year law courses.

Process by which policy is translated into statutory law and how that law is applied and interpreted, emphasizing legislative process, separation of powers, and statutory interpretation.

653. Legal Interviewing and Counseling. (3)

Prerequisite(s): First-year law courses.

Theory and techniques of legal interviewing and counseling. Materials drawn from legal, psychological, and related literature.

654. Child Advocacy. (2)

Prerequisite(s): First-year law courses.

Learn about the juvenile court system and how issues of abuse, neglect and delinquency are handled. Learn how the judicial system affects the lives of children and how advocates can make a difference in the system. Opportunity to "shadow" attorneys from the Guardian Ad Litem's office, the Public Defender's and Attorney General's offices, and to sit in court with a Juvenile Court Judge. Students will tour the Detention Center, the House of Hope, Independence High School, Lightening Peak, Family Support and Treatment and the Children's Justice Center.

655. Labor Law. (2)

Prerequisite(s): First-year law courses.

Collective bargaining relationships and how agreements are negotiated and administered in the private sector. Developments governing the non-union workplace.

656. Public Lands and Natural Resources. (3)

Prerequisite(s): First-year law courses.

Natural resources law in context of federal public lands. Topics covered include public land law, water, hard-rock minerals, grazing and range management, wildlife, and recreation law.

658. Land-Use Planning. (3)

Prerequisite(s): First-year law courses.

Public and private limitation imposed upon and positive assistance provided for the use of private and public real estate. Includes land-use politics, administration, control, regulation, zoning, subdivisions, annexations, regulations, eminent domain, conservation, preservation, development, housing, economics, finance, and taxation. Public and private activities and action involved in land-use planning, control, and assistance.

659. Public International Law. (3)

Prerequisite(s): First-year law courses.

Nature of international law; bases of state jurisdiction; law of sea; law of air space; sovereign immunity; the individual in the international legal system; statehood and recognition of states; diplomatic and consular protection and immunity; international agreements.

660. Professional Responsibility. (2)

Prerequisite(s): First-year law courses.

Ethical and professional responsibilities of practicing lawyers. Model Rules of Professional Conduct.

662. Securities Regulation. (3)

Prerequisite(s): First-year law courses.

Securities Act of 1933, Securities Exchange Act of 1934, state blue sky laws and regulations, distribution and trading of securities, express and implied civil liabilities, criminal liability, insider trading, tender offers, broker-dealer regulation, and the role of lawyers.

663. State and Local Government 1. (3)

Prerequisite(s): First-year law courses.

Interrelationship among national, state, and local governments and the powers of each, as well as examination of separation-of-powers principles and impact of political process at state and local level.

665. Origins of the Constitution. (3)

Prerequisite(s): First-year law courses.

Review of drafting and adoption of Constitution and Bill of Rights; development of the ideas of the Constitution--what was intended and why.

666. Wills and Estates. (3)

Prerequisite(s): First-year law courses.

Transfer of property through intestate succession; wills and will substitutes; effect of community property ownership; legal and ethical issues surrounding end-of-life decisions, including living wills, medical directives, and medical powers of attorney; administration of decedents' estates.

668. Legal Negotiation and Settlement. (3)

Prerequisite(s): First-year law courses.

How to develop a coherent approach to legal negotiation. (A) Negotiation analysis: learn the concepts and vocabulary necessary for understanding and communicating with others about negotiation; learn how to build a conceptual framework to critically evaluate the functions, strengths, and weaknesses of various negotiation approaches, and learn to organize and structure negotiation skills as a negotiation profile. (B) Negotiation practice: through participation in increasingly complex negotiation exercises, experiment with various negotiation models within the safe environment of the classroom; gain realistic experience in preparing, negotiating, and evaluating typical legal, business, and public policy issues, and learn to prepare a negotiation discovery map that anticipates issues, keeps the negotiation on track when discussing those issues with opponent, and guides the parties to a mutually satisfying settlement. (C) Negotiation evaluation: through various forms as assessment, engage in reflective learning that involves use of journal entries to reflect upon and improve negotiation comprehension and performance in class and out; examine how psychological and social projections influence expectations, perceptions, and behavior in negotiation; wrestle with moral and ethical dilemmas in negotiation, and improve course content and methods by giving feedback and suggestions.

669. Civil Discovery. (2)

Prerequisite(s): First-year law courses.

Students will learn about the discovery process in civil litigation, including depositions, the production of documents, interrogatories, requests for admissions, mandatory disclosures, subpoenas, expert witnesses, and electronic discovery.

671. Oil and Gas. (2)

Prerequisite(s): First-year law courses.

Coverage of the following: nature of interests in oil and gas, oil and gas lease and associated problems, title and conveyancing problems with respect to transfers of oil and gas interests, and pooling and unitization.

674. Law Practice Management. (2)

Prerequisite(s): First-year law courses.

The organization of the law firm; the partnership, the professional corporation, and the proprietorship including the partnership or shareholder agreement. The roles of partners/shareholders and associates, particularly with respect to the income production and compensation. One segment examines nonlaw personnel: secretaries, paralegals, and other employees. Another segment addresses the law office itself: equipment, library, layout and design, supplies, and furniture. An important aspect of any office is the effectiveness of its system---both substantive and administrative---and how to implement such systems.

675. Civil Rights. (2-3)

Prerequisite(s): First-year law courses.

Focuses on the current importance and application of the civil rights laws enacted after the Civil War and examines the Reconstruction statutes with particular emphasis on 42 U.S.C. Section 1983. These laws provide the essential foundation for modern litigation on a wide range of constitutional and statutory protections and provide the basis for "structural reform" litigation seeking to alter the operation of governmental institutions. Also addresses related topics such as government official liability, qualified and absolute immunities from suit, and other procedural and remedial issues that frequently arise in civil rights actions.

677. Advising Nonprofit and Tax-Exempt Organizations. (2)

Prerequisite(s): First-year law courses.

Practical and theoretical concerns in organizing and representing nonprofit or tax-exempt entities.

678. Social Policy and Feminist Legal Thought. (3)

Prerequisite(s): First-year law courses.

Feminist jurisprudence. Various doctrinal strains in development of feminist legal theory and method; applying them to facially neutral legal issues. Rape, domestic violence, employment discrimination, historical and sociological gender treatment, and practical changes in legal profession accompanying influx of greater numbers of women lawyers.

681. Federal Estate and Gift Tax. (3)

Prerequisite(s): First-year law courses; Law 666.

Federal estate and gift tax, including basic estate-planning concepts.

683. Trusts. (2)

Prerequisite(s): First-year law courses.

Legal framework of private and charitable trusts as vehicles for the donative disposition and management of personal wealth both inter vivos and testamentary; emphasizes the nature of trustees' fiduciary obligations and trust grantors and beneficiaries' rights and obligations

684. Water Law. (3)

Prerequisite(s): First-year law courses.

State, federal, and international law respecting water resources allocation, development, management, and conservation. Substantial paper on transboundary---shared water resources regulation required.

685. Introduction to American Law. (3)

Prerequisite(s): First-year law courses.

Survey of basic concepts and institutions in the American legal system. For persons who have received their law degree or its equivalent from a university outside the United States.

686R. Special Topics in Law. (1-2)

Prerequisite(s):

687R. Special Topics in Law. (1-4)

Prerequisite(s):

688. European Union Law. (2)

Prerequisite(s): First-year law courses.

Introduces students to both the governing institutions of the EU and the structure of the EU legal system. Examines the content and effects of those parts of EU law that are most important to making the EU function as a single community.

689. Computer-Based Practice System. (2)

Prerequisite(s): First-year law courses.

Examines the role of practice systems in the delivery of legal services and teaches students to design and author practice systems. Provides students with the fundamental design and authoring skills needed (1) to build practice systems to support their individual practice needs and (2) to be effective consumers of commercially available practice systems.

692. Cyberlaw. (3)

Prerequisite(s): First-year law courses.

Covers issues in regulating cyberspace (both nationally and internationally), privacy, ownership and access, and speech and content. Briefly reviews intellectual property issues online, primarily copyright.

693. Disaster Law. (2-3)

Prerequisite(s): First-year law courses.

Examines the legal framework, both federal and state, for preparing for, responding to, and mitigating natural disasters. Considers the human contributions to "natural" disasters, including social vulnerability and the ways that existing legal structures exacerbate disaster risk. Confronts the difficulties of legislating in the face of uncertainty, developing fair compensation and insurance schemes, and rebuilding communities devastated by disaster.

694. Domestic Relations. (2)

Prerequisite(s): First-year law courses.

Learn about the practical issues involved in handling a divorce case. Study the process, the documents and the primary issues involved in divorce and custody cases. Students will have the opportunity to work with real cases through the Family Justice Center on Tuesday evenings from 5:00-9:00 p.m. Students do not need to be available every Tuesday or for the full range of hours.

697. Employee Discrimination Law. (3)

Prerequisite(s): First-year law courses.

Examines the theories and policies underlying anti-discrimination laws and the ever-shifting statutory, regulatory, and case law relating to the prevention of unlawful discrimination in the workplace. Focuses on existing anti-discrimination laws, as well as discussing the procedural process for prosecuting and defending discrimination claims.

700. International Protection of Religious Freedom. (2)

Prerequisite(s): First-year law courses.

U.S. and international religious liberty issues - principles, methodologies, international human rights. Analyzing religious liberties in countries around the world.

702. Church and State in the United States. (2)

Prerequisite(s): First-year law courses.

U.S. and international religious liberty issues. Focuses on free exercise and establishment clauses of First Amendment.

703. Real Estate Development. (3)

Prerequisite(s): First-year law courses.

Skills course teaching dynamics of real estate development through practical experience. Students select site, pick a use, and complete transactional and planning stages.

704. Immigration Law. (2)

Prerequisite(s): First-year law courses.

Overview of the powers to regulate immigration law; admission and removal of foreigners; refugee and asylum law; impact of business/employment-based immigration.

705. Civil Trial Practice 1. (2)

Prerequisite(s): First-year law courses.

Interviewing, drafting, negotiating, and using time efficiently in the context of preparing a legal matter; carrying a case through all stages.

706. Civil Trial Practice 2. (2)

Prerequisite(s): First-year law courses.

Interviewing, drafting, negotiating, and using time efficiently in the context of preparing a legal matter; carrying a case through all stages.

707. Health Law and Policy. (2)

Prerequisite(s): First-year law courses.

Introduction to health care industry, including regulation quality of health care, relationship of provider and patient, organizing delivery, access to care, cost controls, antitrust, decision making.

708. Comparative Constitutional Law. (2)

Prerequisite(s): First-year law courses.

Initial constitutional formation and constituents power, separation of powers, judicial review, federalism, freedom of religion and speech, equal protection, privacy, etc.

710. Advanced Comparative Law 1. (2)

Prerequisite(s): First-year law courses.

Papers written on transnational and comparative topics during fall prepared for possible inclusion in law review.

711. Advanced Comparative Law 2. (2)

Prerequisite(s): First-year law courses.

Papers written on transnational and comparative topics during fall prepared for possible inclusion in law review.

713. Supreme Court. (2)

Prerequisite(s): First-year law courses.

Examining the U.S. Supreme Court emphasizing participation in hands-on exercises. Student will draft one opinion on a case on which he or she sits.

715. Alternative Dispute Resolution. (2)

Prerequisite(s): First-year law courses.

"Theory and practice of dispute resolution, emphasizing alternatives to traditional litigation such as negotiation, mediation, and arbitration as well as ""hybrids.""

716. Individual Employment Rights. (2)

Prerequisite(s): First-year law courses.

Law governing non-union employment relationship from formation through terms and conditions to termination, emphasizing lawyer's role in auditing personnel practices to prevent legal liability.

719. International Environmental Law. (3)

Prerequisite(s): First-year law courses.

Developing international regimes and norms relating to protection of global environment, including climate change, preservation of wildlife, and biodiversity; freshwater resources and Law of the Sea.

720. Legal Research and Writing. (2)

Prerequisite(s): Must be an LLM candidate.

Basic research in American legal tradition and personalized training in writing legal documents in English for non-U.S. attorneys in the LLM program.

722. Principles of Trial Advocacy. (2)

Prerequisite(s): First-year law courses.

Basic principles of litigation skills and trial advocacy, including opening statements, direct examination, admissibility of proof, objections, and closing statements.

723. International Human Rights. (3)

Prerequisite(s): First-year law courses.

Introduction to international law of human rights -- historical evolution of human rights, treatment within U.N. system, significance of European law, challenges in human rights abuse.

724. Basic Mediation. (3)

Prerequisite(s): First-year law courses.

Fundamental communication and mediation skills. Simulated exercises and role playing. Participation in community mediation or small claims court.

726. Basic Estate Planning. (2)

Prerequisite(s): Law 666, 683.

Problem-based examination of planning strategies commonly used to accumulate, manage, and dispose of family wealth.

737. Law of Higher Education. (2)

Prerequisite(s):

A comprehensive review of the legal principles and practices involved in the administration of institutions of higher education in the United States.

738. Law of Armed Conflict. (2-3)

Prerequisite(s):

Detailed examination of the Law of Armed Conflict (LOAC) and its application on the modern battlefield. Loosely based on a historical scenario which will help illustrate the principles, doctrines, and law that govern the use of force by a nation. Covers general principles applicable to armed conflict, followed by detailed study of specific law of armed conflict legal principles and provisions.

739. Legal Drafting. (2)

Prerequisite(s):

Learn: (1) how legal drafting differs from other writing; (2) how to easily organize your documents; (3) how to address your audience convincingly; (4) how to use a simple technique to assure accurate interpretation of your documents in the future; (5) how to simply frame complex legal issues; and (6) how to write precisely. Learn the fundamental rules of drafting and analyze violations of those basic rules.

741. Legal Scholarship. (2-3)

Prerequisite(s):

Helps students begin to prepare for a career in legal academics. Students will work to identify areas of scholarly and teaching interest, develop a research agenda, prepare a scholarly article, present a job talk, and understand the academic hiring process.

742. Meditation Practicum. (2)

Prerequisite(s):

Students build on the basic skills they learned in Basic Mediation both in weekly meetings and in participating in actual mediations in small claims court and other venues.

744. Patent Law 1. (3)

Prerequisite(s):

A consideration of what subject matter is eligible for patent protection and the conditions that must be satisfied to secure patent protection. Specifically, explores the case law which has evolved in connection with the interpretation of several key statutory sections of Title 35 (the 1952 Patent Act), including section 101 (eligible subject matter and utility), section 102 (prior art, novelty, and loss of right), and section 103 (non-obviousness).

745. Patent Law 2. (2)

Prerequisite(s):

A consideration of many of the patent law issues which arise primarily after a patent is issued. Explores the case law which has evolved in connection with the requirements for direct and indirect infringement, the interpretation of patent claims and literal infringement, infringement under the doctrine of equivalents, defenses to infringement, as well as damages and other remedies.

746. Presidential Power. (2)

Prerequisite(s):

Examines the constitutional law that creates, defines, and limits the power of the American presidency. Emphasis given to the debates that preceded the drafting of Article II and accompanied the ratification of the Constitution, and the history of the exercise of presidential power. Special emphasis given to the administrations of Lincoln, the two Roosevelts, and the presidents since the emergence of the United States as the pre-eminent nation in the global community after World War II.

747. Public Speaking for Lawyers. (2)

Prerequisite(s):

Examines public speech from both theoretical and practical perspectives, and enables students to develop a skill-set heavily relied upon by attorneys from all practice backgrounds. Examines communication and interdisciplinary theories and mechanics/strategies needed for effective persuasive public speaking like speech study, audience analysis, outlining, documentation, organizational skills, word choice, and presentation. Every speech will focus on topics that are legally relevant.

748. Sentencing. (2)

Prerequisite(s):

Examines law and policy with respect to sentencing of adult offenders in the United States. Looks at theories, structures and practices involved in sentencing and sentence decision-making. Interactive, discussion-oriented course including presentations from expert practitioners such as judges, prosecutors, defense counsel, and community leaders and advocates.

749. Technology Licensing. (2-3)

Prerequisite(s):

An overview of the substantive issues and negotiation positions involved in licensing intellectual property rights through technology transfer, OEM, distribution, end user, joint venture, and related agreements. The class will emphasize developing client counseling skills and understanding both the legal arguments and the business context surrounding the most commonly negotiated provisions in licensing and IP agreements.

750. Transactional Lawyering. (2-3)

Prerequisite(s):

Emphasizes practical skills over substantive knowledge, teaches the elements of contracts and how these elements work together. Learn how to translate what your client wants to accomplish into a clear and effective contract, and how to revise contracts with an eye to advocacy rather than stylistic preference. Work with various forms of existing agreements to craft contracts tailored to your client's needs. Prepare contracts and documents used by early stage companies.

751. U.S. Foreign Relations Law. (3)

Prerequisite(s):

Examines constitutional, statutory, and common law doctrines that govern the United States' conduct of foreign relations. Focuses on the allocation of foreign relations authority, both among the branches of the federal government and between the federal and state governments. Specific topics include the scope of the treaty power, the constitutionality of executive agreements, the judiciary's role in deciding foreign relations questions, and the domestic legal status of international law.

753. White Collar Crime. (2-3)

Prerequisite(s):

Explores what white collar crime is, what separates it from traditional street crime, and surveys many of the classic types of white collar crime. Covers various types of fraud and white collar offenses including ponzi schemes, money laundering, cyber crimes, healthcare fraud, securities fraud, and public corruption. Reviews the major state and federal statutes which are used to prosecute these crimes as well as reviewing key principles in the investigation of white collar crime such as investigative guidelines. Examines how to accurately assess and determine mens rea in a white collar case.

754. Youth in Mediation. (2)

Prerequisite(s):

Work with the juvenile justice system and learn the aspects of restorative justice. Discuss the impact youth crime has on victims, offenders, families and communities. This skills-based class teaches both basic and advanced techniques for mediation, specially focusing on parent/teen and victim/offender mediation. Completion of the course will give you 28 training hours toward court qualification for mediation in the State of Utah. There is a highly recommended and OPTIONAL 1-credit, 50-hour externship. See Law 599R, Youth in Mediation Externship.

757. Domestic Violence Intervention. (2)

Prerequisite(s):

Learn about the dynamics involved within abusive families and how those dynamics play out in court. Learn how domestic violence is treated in each context that might be brought to court: criminal actions, protective and restraining orders, personal injury cases, custody and divorce actions and within the juvenile court system. Students will have the opportunity to work with real cases through the Family Justice center on Tuesday evenings from 5:00-9:00 p.m. Students do not need to be available every Tuesday or for the full range of hours.

758. Elder Law. (2)

Prerequisite(s):

Learn how to handle legal issues common to the elderly: estate planning and medical directives; consumer fraud; public benefits such as Medicaid, Medicare, social security; nursing homes; property issues; and elder abuse. Students will meet with elderly clients on a weekly basis at local senior citizen centers. Students will have the opportunity to draft simple wills, medical directives, and deeds in behalf of actual clients.

760. Hispanic Street Law. (2)

Prerequisite(s):

Learn about basic legal issues encountered by the Hispanic population in the community. Students will help people at Centro Hispano with their legal problems under the direction of a faculty member. The ability to speak Spanish is recommended but not required.

790R. Directed Research. (1-2)

Prerequisite(s):

791R. Directed Readings. (1-2)

Prerequisite(s):

792R. Cocurricular Programs. (1)

Prerequisite(s):

793R. Cocurricular-- Special Assignments. (1-2)

Prerequisite(s): Participation in cocurricular programs.

795R. Law School Seminar. (1-18)

Prerequisite(s): First-year law courses.

796R. Law School Seminar. (1-18)

Prerequisite(s): First-year law courses.

798R. LLM Thesis. (1-6)

Prerequisite(s): Completion of fall semester LLM program.

FACULTY

Augustine-Adams, Kif, Associate Dean for Research and Academic Affairs and Charles E. Jones Professor of

Law, JD, Harvard University, 1992. Public International Law: Race and Race Relations: Social Policy and Feminist Legal Thought: Fourteenth Amendment: Torts

Backman, James H., Stephen L.

Richards Professor of Law, JD, University of Utah, 1972. Director, Externship Program: Director, LLM Program: Community-Based Legal Research: Introduction to American Law

Baradaran, Mehrsa, Associate Professor of Law, JD, New York University, 2005. Administrative Law: Banking Law: Property**Baradaran, Shima**, Associate Professor of Law, JD, Brigham Young University, 2004. Criminal Law: Criminal Procedure**Cameron, Scott W.**, Associate Dean of External Relations and Professor of Law, JD, Brigham Young University, 1976. Law&Literature: Professional Seminar**Daniels, Brigham**, Associate Professor of Law, JD, Stanford University, 2003; PhD, Duke, 2003. Legislation and Regulation: Property Law: Environmental Law: Water Law**Dominguez, David**, Professor of Law, JD, University of California, Berkeley, 1980. Community Law-yring: Criminal Law: Work Law**Durham Jr., W. Cole**, Susa Young Gates University Professor of Law; Director, Center for Law and Religion Studies, JD, Harvard University, 1975. Comparative Constitutional Law: Contemporary Legal Theory: International Protection of Religious Freedom: Law and Religion in the United States**EchoHawk, Larry**, Professor of Law (on leave 2011-12), JD, University of Utah, 1973. Criminal Law: Evidence: Federal Indian Law

LAW SCHOOL, J. REUBEN CLARK

Farmer, Larry C., *Marion G. Romney Professor of Law*, PhD, Brigham Young University, 1975. Computer-Based Practice Systems: Legal Interviewing and Counseling

Fee, John E., *Professor of Law*, JD, University of Chicago, 1995. Land-Use Planning: Property: State and Local Government: Structures of the Constitution

Fleming, J. Clifton, *Ernest L. Wilkinson Chair and Professor of Law*, JD, George Washington University, 1967. European Union Law: Federal Taxation: International Taxation: Public International Law

Gedicks, Frederick M., *Guy Anderson Chair and Professor of Law*, JD, University of Southern California, 1980. Federal Courts: Structures of the Constitution: Fourteenth Amendment: Freedom of Religion: Substantive Due Process

Gerdy, Kristin, *Teaching Professor and Director, Rex E. Lee Advocacy Program*, JD, Brigham Young University, 1995. Introduction to Advocacy: Introduction to Legal Research and Writing: Advanced Appellate Brief Writing: Public Speaking for Lawyers

Gordon, James D., *Marion B. and Rulon A. Earl Professor of Law*, JD, University of California, Berkeley, 1980. Professional Responsibility: Professional Seminar

Hernandez III, Carl, *Assistant Dean of Admissions*, JD/MPA, Brigham Young University, 1992. Civil Rights

Hoagland, Mary H., *Assistant Dean of Career Services and External Relations*, PhD, Brigham Young University, 2007. Professional Development

Jensen, Eric Talbot, *Associate Professor of Law*, JD, University of Notre Dame Law School, 1994. Criminal Law: Public International Law: Law of Armed Conflict

Jones, RonNell Andersen, *Associate Professor of Law*, JD, The Ohio State University Moritz College of Law, 2000. First Amendment: Legislation and Regulation: Structures of the Constitution

Moore, David H., *Professor of Law*, JD, Brigham Young University, 1996. Civil Procedure: International Human Rights: Legal Scholarship: Public International Law

Nunez, Carolina, *Associate Professor of Law*, JD, Brigham Young University, 2004. Immigration Law: Professional Responsibility: Torts

Preston, Cheryl Bailey, *Edwin M. Thomas Professor of Law*, JD, Brigham Young University, 1979. Business Associations: Contracts: Cyberlaw

Rasband, James R., *Dean and Hugh W. Colton Professor of Law*, JD, Harvard University, 1989. International Environmental Law: Public Lands and Natural Resources: Torts: Water Law

Scharffs, Brett G., *Francis R. Kirkham Professor of Law; Associate Director, International Center for Law and Religion*, JD, Yale University, 1992. Business Associations: Law and Religion in the United States: International Business Transactions: International Protection of Religious Freedoms: Law and Logic

Smith, D. Gordon, *Associate Dean for Faculty and Curriculum and Glen L. Farr Professor of Law*, JD, University of Chicago, 1990. Business Associations: Contracts: Corporate Finance: Law and Entrepreneurship: Securities Regulation

Sun, Lisa Grow, *Associate Professor of Law*, JD, Harvard University, 1997. Disaster Law: Structures of the Constitution: Torts

Wardle, Lynn D., *Bruce C. Hafen Professor of Law*, JD, Duke University, 1974. Biomedical Ethics: Children and the Law: Civil Procedure: Conflict of Laws: Family Law: Origins of the Constitution

Welch, John W., *Robert K. Thomas University Professor of Law*, JD, Duke University, 1975. Ancient Laws in the Hebrew Bible and Book of Mormon: Joseph Smith and the Law: Law in New Testament: Tax-Exempt Organizations

Worthen, Kevin J., *University Advancement Vice President and Hugh W. Colton Professor of Law*, JD, Brigham Young University, 1982. Professional Seminar

LINGUISTICS AND ENGLISH LANGUAGE

Chair: Eggington, William G.
Graduate Coordinator: Baker, Wendy

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 Provo, UT 84602-6711
 (801) 422-2937
 E-mail: linguistics@byu.edu
 Web site: <http://linguistics.byu.edu>

THE PROGRAMS OF STUDY

The Department of Linguistics and English Language offers two graduate degrees (Linguistics MA; TESOL MA) and one graduate certificate (TESOL Graduate Certificate) for the 2011-2012 school year. The TESOL Graduate Certificate will no longer be an option starting Fall 2012. Both MA degrees have two options—thesis or project. These programs continue to have a significant influence at Brigham Young University with its rich language resources, and in a world setting where the demand for skilled language professionals is at an all-time premium, especially in the areas of English as a second or foreign language. Students enrolling in these graduate programs receive state-of-the-art instruction in both the theoretical and applied aspects of linguistics.

Linguistics—MA

The purpose of the linguistics MA program is closely related to the department's definition of linguistics, which is the scientific study of language. The program aims to prepare the student to become a language professional, go on to a PhD program, or go into the world as a competent practitioner of the skills expected of a linguist. A more applied, but popular emphasis in the department is a track that combines linguistics with computer skills. The linguistics curriculum develops such skills as analyzing language in its sound, structure, and meaning. Optional tracks also introduce the student to such related fields as anthropological linguistics, informa-

tion design, sociolinguistics, and language-oriented computing.

Requirements for Degree.

- Total credit hours: 33
- Required courses:
- Foundation (9 hours): Ling 601, 602, 603
-
- Research core (3 hours): Ling 604
- Electives (15 hours): To be selected depending on course availability and in consultation with faculty advisors
- Thesis or project (6 hours)
- Examination: oral defense of thesis or project (consult department for details).

Teaching English to Speakers of Other Languages—Certificate

The TESOL Graduate Certificate focuses on foundational principles of linguistics and English language education, whereas the TESOL MA builds from this foundation, adding specialized instruction in research, theory, language acquisition, and testing, while engaging the student in a project or thesis of substantive value in the field of TESOL.

Teaching English to Speakers of Other Languages—MA

Requirements for MA TESOL Degree

Thesis Option

- Credit hours (36): minimum 30 course work hours plus 6 thesis hours (Ling 699R).
- Required courses: Ling 601, 602, 603, 610, 611, 612, 620, 640, 660, 695, 699R
- Electives: 12 hours chosen from Ling 625, 631, 655, 672, 673, 674, 675, 676, 677, 678, 679, 688R, other courses by approval.

- Thesis.
- Oral defense of thesis.

Project Option

- Credit hours (36): minimum 34 course work hours plus at least 2 master's project hours (Ling 698R).
- Required courses: Ling 601, 602, 603, 610, 611, 612, 620, 640, 660, 695, 698R
- Electives: 16 hours chosen from Ling 625, 631, 655, 672, 673, 674, 675, 676, 677, 678, 679, 688R or other courses by approval.
- Project.
- Oral defense of project.

For a more detailed description of the graduate program requirements, see <http://linguistics.byu.edu>.

FINANCIAL ASSISTANCE

Financial assistance has been available over the past several years, particularly in the form of partial-tuition scholarships. One of the benefits that comes to both linguistics and TESOL students is the fact that many professors use teaching and research assistants. Also, many of those studying TESOL have the opportunity to become teaching assistants or part-time teachers at the English Language Center, where there are about twenty graduate student teachers.

COURSE DESCRIPTIONS

ELANG

521R. Studies in Language. (3)

Prerequisite(s): ELang 223 or equivalent.

Topics vary.

522. Language Policy and Planning in English Language Contexts. (3)

Prerequisite(s): ELang 223 or Ling 330 or equivalent.

Theories and practices of governing entities as they formulate policies relating to the status and codification of the English language.

524. History of the Book. (3)

Prerequisite(s):

History and development of the book, including modern methods and practices.

525. Old English 1. (3)

Prerequisite(s): ELang 223, 324; or equivalents.

Old English grammar and vocabulary; traditional syntactical patterns in various types of Old English prose and poetry.

526. Middle English. (3)

Prerequisite(s): ELang 223, 324; or equivalents.

Detailed study of the principal dialects of Middle English, as illustrated in the literature of the period.

527. Early Modern English. (3)

Prerequisite(s): ELang 223, 324; or equivalents.

English language from about 1500 to 1800, with special emphasis on language of Shakespeare and the King James Bible.

528. Varieties of English. (3)

Prerequisite(s): ELang 223, 324; or equivalents.

Regional and social variation in English, especially standard and nonstandard national and world Englishes, including English-based pidgins and creoles.

529. Structure of Modern English. (3)

Prerequisite(s): ELang 325, or instructor's consent.

English syntax through modern grammars; theories underlying those grammars.

535. Language and Literature. (3)

Prerequisite(s): ELang 223 or Ling 330 or equivalent.

Literature from a language perspective; applying linguistic constructs to literary language; examining literary style; linguistic analysis of unfamiliar texts.

548. Old English 2. (3)

Prerequisite(s): ELang 525.

Additional reading in Old English, emphasizing sound changes, dialects, and textual production.

623. Discourse and Pragmatics. (3)

Prerequisite(s): ELang 223, 273; or equivalents.

Mental and social processes involved in communicating through language; how we construct and interpret meaning through various contexts.

LING

501. Advanced Research and Writing Techniques for Second Language Writers. (3)

Prerequisite(s): For graduate international ESL students.

Non-native English speaking students will develop research and writing techniques necessary for graduate-level writing.

545. Psycholinguistics. (3)

Prerequisite(s): ELang 223 or Ling 330 or equivalent.

How the mind interprets, stores, retrieves, and produces language. Anatomical structures and physiological processes of the brain dealing with language.

550. Sociolinguistics. (3)

Prerequisite(s): ELang 223 or Ling 330 or equivalent.

Research and theory in anthropological linguistics and sociolinguistics.

551. Anthropological Linguistics. (3)

Prerequisite(s):

Language in culture and society: development, typology, and description.

558. Historical-Comparative Linguistics. (3)

Prerequisite(s): Ling 450 or equivalent.

Learning theory and method of language change via comparing daughter languages and reconstructing ancestral languages. Language universals and typology.

580R. Problems in Linguistics and Applied Linguistics. (1-3)

Prerequisite(s):

Advanced research in language acquisition, sociolinguistics, psycholinguistics, linguistics field study, applied linguistics.

581. Natural Language Processing. (3)

Prerequisite(s): Good programming skills in at least one language (preferably LISP, Prolog, C, C++, Perl, or Java) and a knowledge of basic, discrete math. Upper-division linguistics/computers and the humanities students with less programming experience may enroll with instructor's consent.

Intensive overview of natural language processing, including computational techniques, hands-on experience with linguistic technologies and corpora, language modeling approaches, and readings from current research.

590R. Readings in Linguistics. (1-3)

Prerequisite(s): instructor's consent.

Individual study of current linguistic literature. Occasional discussion sessions with instructor and other class members.

599R. Academic Internship: Linguistics. (1-9)

Prerequisite(s):

On-the-job experience under faculty supervision, with department approval.

601. Linguistic Foundations: Sounds of Language. (3)

Prerequisite(s): Ling 330 or ELang 223 or equivalent experience.

Principles of phonetics and phonology emphasizing analytical procedures and applications to real world language problems.

602. Linguistic Foundations: Structures of Language. (3)

Prerequisite(s): Ling 330 or ELang 223 or equivalent experience.

Principles of morphology and syntax emphasizing analytical procedures and applications to real world language problems.

603. Linguistic Foundations: Meanings in Language. (3)

Prerequisite(s): Ling 330 or ELang 223 or equivalent experience.

Principles of semantics and pragmatics emphasizing analytical procedures and applications to real world language problems.

604. Research Design in Linguistics. (3)

Prerequisite(s): Ling 601, 602, 603.

Overview of, and experience in, research approaches and methodologies in linguistics and applied linguistics with a concentration on department faculty research interests.

610. TESOL Methods and Materials Overview. (3)

Prerequisite(s): Admission to the TESOL graduate program.

Foundation course surveying concepts, procedures, and techniques in second/foreign language teaching methodology and materials selection. Includes observing ESL classes in various contexts.

611. TESOL Methods and Materials Application. (3)

Prerequisite(s): Ling 610.

Practical application of language teaching methods and materials, including materials development and selection and technology for use in a mentored teaching practicum.

612. TESOL Practicum. (3)

Prerequisite(s): Ling 610.

Sustained and supervised practice teaching at the English Language Center.

615. Analogical Modeling of Language. (3)

Prerequisite(s): Ling 330 or equivalent.

Nondeclarative approaches to language description; work within the connectionist or neural net framework; analogical or exemplar modeling.

620. Research in TESOL. (3)

Prerequisite(s): Ling 603, 612.

Analyzing and interpreting published research for language teachers, writing a review of literature, recognizing various research approaches and assessing their appropriateness, and designing empirical research that is both valid and reliable.

625. Speaking Theory and Pedagogy. (2)

Prerequisite(s): Ling 603, 612.

Review historical methods for teaching speaking and pronunciation. Demonstrate an awareness and understanding of phonetics as well as current methods, techniques, materials, and strategies for teaching speaking and pronunciation. Limited practicum included.

631. Grammar Theory and Pedagogy. (2)

Prerequisite(s): Ling 603, 612.

Examining English grammar and usage as they reflect different theories about language description and applying this knowledge in the ESL/EFL classroom.

640. Language Acquisition. (3)

Prerequisite(s): Ling 603, 612.

First- and second-language acquisition viewed in light of psycholinguistics and sociolinguistics.

651. Advanced Phonology. (3)

Prerequisite(s): Ling 601.

Study of sound systems of natural languages using current methods and theories.

652. Advanced Morphology. (3)

Prerequisite(s): Ling 602.

Morphological theory and applications including the lexicon, inflectional and derivational processes, compounding, valency, lexical conceptual and argument structure, morphophonology and morphosyntax, learnability, and modeling.

653. Advanced Syntax. (3)

Prerequisite(s): Ling 602.

Theory of generative grammar, emphasizing its history, the competition between different versions of generative theory, and their recent extensions.

654. Advanced Semantics. (3)

Prerequisite(s): Ling 603.

Semantic theory and applications including quantification, modality, aspect, presupposition, contexts, focus, polarity, and pragmatics.

655. Culture Teaching. (2)

Prerequisite(s): Ling 603, 612.

Learning what culture is and how it functions in society. Practicing techniques and creating materials for teaching culture in ESL/EFL and foreign language classrooms.

660. Language Testing. (3)

Prerequisite(s): Ling 603, 612.

Construction, analysis, use, and interpretation of language tests.

672. Reading Theory and Pedagogy. (2)

Prerequisite(s): Ling 603, 612.

Processes involved in reading, emphasizing how this skill is developed in a second/foreign language.

673. Writing Theory and Pedagogy. (2)

Prerequisite(s): Ling 603, 612.

Overview of theory, principles, procedures, materials, and issues associated with teaching English writing skills to speakers of other languages.

674. Listening Theory and Pedagogy. (2)

Prerequisite(s): Ling 603, 612.

Reviewing current theories, research, and teaching strategies of listening in a second language.

675. Second Language Vocabulary Acquisition and Teaching. (2)

Prerequisite(s): Ling 603, 612.

Studying patterns in vocabulary acquisition and use through published reports and corpus analysis. Learning and practicing current methods of teaching vocabulary and assessing vocabulary knowledge.

676. Technology in Language Teaching. (2)

Prerequisite(s): Ling 603, 612.

Various technologies and how they relate to theories of second language acquisition. SLA and exploring Computer-Assisted Language Learning (CALL) as an area of inquiry.

LINGUISTICS AND ENGLISH LANGUAGE

677. Curriculum Development. (2)
Prerequisite(s): Ling 603, 612.

History and theory of curriculum design in language programs. Analysis and understanding of various curriculum development models and the process of developing language-teaching curricula for specific purposes.

678. Advanced Materials Development. (2)

Prerequisite(s): Ling 603, 612.

Designing and producing professional-quality language teaching/learning materials of various types: textbooks, software, etc. Materials-development issues, factors, and processes, as well as their application in real-world contexts.

679. TESOL Supervision-Administration Practicum. (2)

Prerequisite(s): Ling 603, 612.

The principles and practice of supervising and administering English language programs. Effectively mentoring novice ESL/EFL instructors.

688R. Academic Internship: TESOL. (0.5-9)

Prerequisite(s): Ling 603, 612.

Supervised field experience involving English language teaching, testing, or materials development in an approved domestic or international setting.

695. TESOL Seminar. (1)

Prerequisite(s): Completion of majority of TESOL MA courses and not-yet-defended thesis or project.

Integrating TESOL theory and practice; final preparation for TESOL career paths; refining and publicly presenting and defending thesis or project results.

698R. Master's Project. (1-3)

Prerequisite(s): Ling 660 or 678 for TESOL MA students.

Design, production, and evaluation of MA project in Linguistics or TESOL. May involve various media: paper/print, computer software, audio recordings, or video recordings. Supervised by graduate advisory committee chair.

699R. Master's Thesis. (1-9)

Prerequisite(s):

FACULTY

Anderson, Neil J., *Professor*, PhD, University of Texas, Austin, 1989. Learning Styles and Strategies: Reading: Research

Baker, Wendy, *Associate Professor*, PhD, University of Illinois, Urbana-Champaign, 2002. Second Language Acquisition: Psycholinguistics: Phonetics: Speech Perception and Production

Chapman, Don W., *Associate Professor*, PhD, University of Toronto, Canada, 1995. Old English Language and Literature: History of the English Language: Medieval Literature

Davies, Mark, *Professor*, PhD, University of Texas, Austin, 1992. Corpus Design and Use: Linguistic Databases: Historical Syntax and Syntactical Variation: Spanish and Portuguese

Dewey, Dan, *Associate Professor*, PhD, Carnegie Mellon, 2002. Second Language Acquisition: Language Acquisition, Japanese

Eddington, David, *Professor*, PhD, University of Texas, Austin, 1993. Experimental Linguistics: Phonology: Morphology: Spanish

Eggington, William G., *Professor*, PhD, University of South California, 1985. Varieties of English: Contrastive Rhetoric: Language Policy

Elzinga, Dirk A., *Associate Professor*, PhD, University of Arizona, 1999. Phonological Theory and Analysis: Uto-Aztecan Languages

Evans, Norman, *Associate Professor*, EdD, University of Southern California, 2001. Writing in a Second Language: Curriculum Development: Language Program Administration and Assessment

Gardner, Dee, *Associate Professor*, PhD, Northern Arizona University, 1999. ESL Literacy: Applied

Corpus Linguistics/Vocabulary Acquisition

Hallen, Cynthia, *Associate Professor*, PhD, University of Arizona, 1991. Rhetoric, Lexicography: Philology: Stylistics: Poetics

Henrichsen, Lynn E., *Professor*, EdD, University of Hawaii, 1987. TESOL: Methodology: Materials Development: Teacher Education: ESL K-12: EFL

Lonsdale, Deryle, *Associate Professor*, PhD, Carnegie-Mellon University, 1997. Formal Syntax and Semantics: Computational Linguistics: Salish Languages

Manning, Alan, *Professor*, PhD, Louisiana State University, 1988. Linguistics Theory: Information Design: Syntax

Melby, Alan K., *Professor*, PhD, Brigham Young University, 1976. Computer Aids for Translators: Syntax: French

Nuckolls, Janis, *Associate Professor*, PhD, University of Chicago, 1990. Quichua Grammar: Ideophony: Morphology: Anthropological Linguistics: Cultural Semantics: Discourse Pragmatics

Oaks, Dallin D., *Associate Professor*, PhD, Purdue University, 1990. English Linguistics: Structure of English: Ambiguity: Old English Language

Skousen, Royal, *Professor*, PhD, University of Illinois, 1972. Analogical Modeling: Textual Criticism

Tanner, Mark, *Assistant Professor*, PhD, University of Pennsylvania, 1991. Language Acquisition: TESOL: Sociolinguistics

Willson, Heather, *Assistant Professor*, PhD, University of California, Los Angeles, 2008. Syntax, K'iche: Marshallese

MATHEMATICS

Chair: Roundy, Robin

Associate Chair: Doud, Darrin M.

Associate Chair: Smith, William V.

Graduate Coordinator: Humpherys, Jeffrey C.

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THE PROGRAMS OF STUDY

The Department of Mathematics has approximately forty graduate students, most of whom are supported by teaching assistantships. These students receive help with tuition as well as a stipend for the teaching support they provide in college algebra and calculus.

Two degrees are offered through the Department of Mathematics: Mathematics—MS; and Mathematics—PhD.

MS students study mathematics courses in preparation for careers in business, industry, government, or education. Other students use a master's degree in mathematics in preparation for a doctoral degree in mathematics or a closely related discipline or a discipline where technical competence is appreciated. Master's students graduate in an average of two years.

The PhD program requires about four years beyond a master's degree. The department has special strength in the areas of applied mathematics, algebraic geometry, geometric analysis, dynamical systems, number theory, geometric and low-dimensional topology, mathematical biology, group theory, and operations research.

Mathematics—MS

Graduate mathematics courses: approved graduate mathematics courses include all classes numbered 500 and above. Temporary advisor: upon admission to the graduate

program, the graduate coordinator will assign each student a temporary advisor until the student chooses a permanent one. Students should communicate with their advisors as soon as they arrive on campus.

Requirements for Degree—Thesis Program.

- Credit hours (30): minimum 24 course work hours in approved graduate mathematics, with a grade of C+ or better in each, including 12 hours in courses numbered 600 or above, and 6 thesis hours (Math 699R).
- Examination: Each student must pass a written master's examination consisting of two 4-hour tests, namely an algebra exam and an analysis exam, essentially covering material from Math 313; Math 371; Math 372 and Math 341; Math 342; Math 352, respectively.

The exams will be administered 3 times per year. Both exams must be passed within the first year of matriculation. This means that students will have 3 attempts as graduate students. With permission, however, undergraduates and other prospective graduate students can take and pass the exam early, prior to matriculation.

Exams will typically be scheduled for the week prior to the start of classes for Fall and Winter terms, usually the last week of August and first week of January. It will also be administered in mid to late February, usually during the President's day weekend. It is expected that exams will be graded and returned to the students within a week. Students will be encouraged to discuss the results of the exam with their advisor's help to decide which classes to take.

If students do not pass both exams by the end of their first academic year, they will not be able to continue in the MS program, and financial support will be discontinued at the end of that semester. For example, if a student fails his third attempt in February, his last semester in the program will be that winter semester, and he will not be financially sup-

ported in the following spring and summer terms.

-
- Thesis.
- Oral defense of thesis.

Requirements for Degree—Nonthesis Program.

- Credit hours:
- *Traditional Mathematics Option* (32): minimum 30 course work hours in approved graduate mathematics, with a grade of C+ or better in each, including 18 hours in courses numbered 600 or above and 2 project hours (698R).
- Examination: Each student must pass a written master's examination consisting of two 4-hour tests, namely an algebra exam and an analysis exam, essentially covering material from Math 313; Math 371; Math 372 and Math 341; Math 342; Math 352, respectively.

The exams will be administered 3 times per year. Both exams must be passed within the first year of matriculation. This means that students will have 3 attempts as graduate students. With permission, however, undergraduates and other prospective graduate students can take and pass the exam early, prior to matriculation.

Exams will typically be scheduled for the week prior to the start of classes for Fall and Winter terms, usually the last week of August and first week of January. It will also be administered in mid to late February, usually during the President's day weekend. It is expected that exams will be graded and returned to the students within a week. Students will be encouraged to discuss the results of the exam with their advisor's help to decide which classes to take.

If students do not pass both exams by the end of their first academic year, they will not be able to continue in the MS program, and financial support will be discontinued at the end of that semester. For example, if a student fails his third attempt

MATHEMATICS

in February, his last semester in the program will be that winter semester, and he will not be financially supported in the following spring and summer terms.

-
- Project and presentation: write a paper on an area of advanced mathematics and give a 45-minute presentation based on the paper.

Mathematics—PhD

The doctoral program prepares students for a career in research and teaching at the university level or in basic research in a nonacademic setting.

Requirements for Degree.

- Credit hours (54): minimum 36 course work hours in mathematics courses numbered 600 or above with a grade of B or better in each, plus 18 dissertation hours (Math 799R).
- Required courses: complete at least 3 hours each in algebra, analysis, applied mathematics, and geometry/topology.
- Examinations:
- *Written Examinations:* At the beginning of the second year after admission to the PhD program, the student is required to pass examinations in three of the four areas of algebra, analysis, applied mathematics, and geometry/topology. Four hours are allotted to each examination. A failed examination may be repeated once at the beginning of the winter semester of the student's second year, after which permission must be obtained from the department graduate committee to retake the examination. Passed examinations need not be repeated. Syllabi are available for each examination.
- *Oral Examination:* Pass an oral qualifying examination covering the background necessary for research in a specific area. The student, having chosen a research area and having a dissertation

advisor approved, will, with the adviser, outline suitable examination topics. These topics must be approved by an examination committee of three (including adviser) appointed by the department graduate committee, which conducts the examination.

- *Defense of Dissertation:* A final oral defense of the dissertation is conducted by a faculty committee consisting of the student's research adviser, two other readers of the dissertation (one of whom may be an outside examiner) and two other members of the faculty.
- Dissertation.

FINANCIAL ASSISTANCE

Most of the graduate students in mathematics are supported by teaching assistantships. Current teaching assistants generally receive a salary as well as tuition support. For exact amounts of financial support and other details, contact the Mathematics Department online at <http://www.math.byu.edu> or by e-mail at gradschool@math.byu.edu.

RESOURCES AND OPPORTUNITIES

Faculty research interests currently include: algebraic geometry, combinatorial and geometric group theory, dynamical systems, geometric and low-dimensional topology, mathematical biology, matrix analysis, number theory, numerical methods, and partial differential equations.

For a more detailed description of the graduate program requirements, send for a copy of the department's bulletin.

COURSE DESCRIPTIONS

MATH

500. (Math-Chem-C S-Geol-MthEd-Phscs-Stat) Business Career Essentials in Science and Math. (1.5)

Prerequisite(s):

Introduction for science, math, and statistics majors to careers in industry. Project planning, oral and written business presentations, business accounting, and technology readiness.

510. Numerical Methods for Linear Algebra. (3)

Prerequisite(s): Math 410 or equivalent.

Numerical matrix algebra, orthogonalization and least squares methods, unsymmetric and symmetric eigenvalue problems, iterative methods, advanced solvers for partial differential equations.

511. Numerical Methods for Partial Differential Equations. (3)

Prerequisite(s): Math 303 or 447; 410; or equivalents.

Finite difference and finite volume methods for partial differential equations. Stability, consistency, and convergence theory.

513R. Advanced Topics in Applied Mathematics. (3)

Prerequisite(s): Instructor's consent.

521. Methods of Applied Mathematics 1. (3)

Prerequisite(s): Math 334 or equivalent.

Possible topics include variational, integral, and partial differential equations; spectral and transform methods; nonlinear waves; Green's functions; scaling and asymptotic analysis; perturbation theory; continuum mechanics.

522. Methods of Applied Mathematics 2. (3)

Prerequisite(s): Math 521 or equivalent.

Possible topics include variational, integral, and partial differential equations; spectral and transform methods; nonlinear waves; Green's functions; scaling and asymptotic analysis; perturbation theory; continuum mechanics.

532. Complex Analysis. (3)

Prerequisite(s): Math 352 or instructor's consent.

Introduction to theory of complex analysis at beginning graduate level. Topics: Cauchy integral equations, Riemann surfaces, Picard's theorem, etc.

534. Introduction to Dynamical Systems 1. (3)

Prerequisite(s): Math 334, 341; or equivalents.

Discrete dynamical systems; iterations of maps on the line and the plane; bifurcation theory; chaos, Julia sets, and fractals. Computational experimentation.

540. Linear Analysis. (3)

Prerequisite(s):

Normed vector spaces and linear maps between them.

541. Real Analysis. (3)

Prerequisite(s): Math 341; 314 or 342; or equivalents.

Rigorous treatment of differentiation and integration theory; Lebesgue measure; Banach spaces.

543. Advanced Probability 1. (3)

Prerequisite(s): Math 314 or equivalent.

Foundations of the modern theory of probability with applications. Probability spaces, random variables, independence, conditioning, expectation, generating functions, and Markov chains.

544. Advanced Probability 2. (3)

Prerequisite(s): Math 543.

Advanced concepts in modern probability. Convergence theorems and laws of large numbers. Stationary processes and ergodic theorems. Martingales. Diffusion processes and stochastic integration.

547. Partial Differential Equations 1. (3)

Prerequisite(s): Math 334, 342; or equivalents.

Methods of analysis for hyperbolic, elliptic, and parabolic equations, including characteristic manifolds, distributions, Green's functions, maximum principles and Fourier analysis.

548. Partial Differential Equations 2. (3)

Prerequisite(s): Math 547.

Tools for PDEs and special topics: spherical means, method of descent, subharmonic functions, Hamilton-Jacobi equations, Riemann invariants, conservation laws for linear and nonlinear waves.

553. Foundations of Topology 1. (3)

Prerequisite(s): Math 451 or instructor's consent.

Naive set theory, topological spaces, product spaces, subspaces, continuous functions, connectedness, compactness, countability, separation axioms, metrization, complete metric spaces, function spaces, and Baire spaces.

554. Foundations of Topology 2. (3)

Prerequisite(s): Math 553 or instructor's consent.

Fundamental group, retractions and fixed points, homotopy types, separation theorems, classification of surfaces, Seifert-van Kampen Theorem, classification of covering spaces, and applications to group theory.

561. Introduction to Algebraic Geometry 1. (3)

Prerequisite(s): Math 671 or concurrent enrollment.

Basic definitions and theorems on affine, projective, and quasi-projective varieties.

562. Introduction to Algebraic Geometry 2. (3)

Prerequisite(s): Math 561.

Local properties of quasi-projective varieties. Divisors and differential forms.

565. Differential Geometry. (3)

Prerequisite(s): Math 342 or equivalent.

A rigorous treatment of the theory of differential geometry.

570. Matrix Analysis. (3)

Prerequisite(s): Math 302 or 313 or equivalent.

Special classes of matrices, canonical forms, matrix and vector norms, localization of eigenvalues, matrix functions, applications.

586. Introduction to Algebraic Number Theory. (3)

Prerequisite(s): Math 372 or equivalent.

Algebraic integers; different and discriminant; decomposition of primes; class group; Dirichlet unit theorem; Dedekind zeta function; cyclotomic fields; valuations; completions.

587. Introduction to Analytic Number Theory. (3)

Prerequisite(s): Math 352 or equivalent.

Arithmetical functions; distribution of primes; Dirichlet characters; Dirichlet's theorem; Gauss sums; primitive roots; Dirichlet L-functions; Riemann zeta-function; prime number theorem; partitions.

621. Matrix Theory 1. (3)

Prerequisite(s): Math 570.

Symmetric matrices, spectral graph theory, interlacing, the Laplacian matrix of a graph.

622. Matrix Theory 2. (3)

Prerequisite(s): Math 621.

Research topics in combinatorial matrix theory.

634. Theory of Ordinary Differential Equations. (3)

Prerequisite(s): Math 334, 341; or equivalents.

635. Dynamical Systems. (3)

Prerequisite(s): Math 634.

640. Nonlinear Analysis. (3)

Prerequisite(s):

Differential calculus in normed spaces, fixed point theory, and abstract critical point theory.

641. Functions of a Real Variable. (3)

Prerequisite(s): Math 541 or instructor's consent.

Abstract measure and integration theory; $L(p)$ spaces; measures on topological and Euclidean spaces.

MATHEMATICS

643R. Special Topics in Analysis. (3)
Prerequisite(s): Math 641 or instructor's consent.

Advanced topics in analysis drawn from pure and applied mathematics.

644. Harmonic Analysis. (3)
Prerequisite(s): Math 532, 541.

Harmonic analysis on the torus and in Euclidean space; pointwise and norm convergence of Fourier series and functional-analytic aspects of Fourier transforms emphasized.

647. Theory of Partial Differential Equations 1. (3)
Prerequisite(s): Math 541, 547.

648. Theory of Partial Differential Equations 2. (3)
Prerequisite(s): Math 647.

651. Topology 1. (3)
Prerequisite(s): Math 553, 554.

Advanced topics in topology. Topics may include, but are not limited to, piecewise linear topology, 3-manifold theory, homotopy theory, differential topology, Riemannian geometry, and geometric group theory.

652. Topology 2. (3)
Prerequisite(s): Math 651.

Advanced topics in topology. Topics may include, but are not limited to, piecewise linear topology, 3-manifold theory, homotopy theory, differential topology, Riemannian geometry, and geometric group theory.

655. Differential Topology. (3)
Prerequisite(s): Math 342 or equivalent; Math 554 or equivalent.

Topological and smooth manifolds, tangent vectors, vector bundles, cotangent bundles, submersions, immersion, and embeddings of submanifolds, transversality, embedding and approximation theorems, differential forms, wedge products, exterior derivative, orientation, Stokes' theorem and integration on manifolds.

656. Algebraic Topology. (3)
Prerequisite(s): Math 655.

Fundamental group and homotopy, Von Kampen theorem, covering spaces, group actions, higher homotopy; simplicial, singular, and cellular homology, homology with coefficients, exact sequences, excision, Mayer-Vietoria; cohomology, universal coefficients, cup product, Poincare duality.

663. Algebraic Geometry 1. (3)
Prerequisite(s): Math 676 or concurrent enrollment.

Basic definitions and theorems on varieties, sheaves, and schemes.

664. Algebraic Geometry 2. (3)
Prerequisite(s): Math 663.

Cohomology of schemes. Classification problems. Applications.

671. Algebra 1. (3)
Prerequisite(s): Math 372 or equivalent.

672. Algebra 2. (3)
Prerequisite(s): Math 671.

675R. Special Topics in Algebra. (3)
Prerequisite(s): Math 672.

676. Commutative Algebra. (3)
Prerequisite(s): Math 672.

Commutative rings, modules, tensor products, localization, primary decomposition, Noetherian and Artinian rings, application to algebraic geometry and algebraic number theory.

677. Homological Algebra. (3)
Prerequisite(s): Math 672.

Chain complexes, derived functors, cohomology of groups, ext and tor, spectral sequences, etc. Application to algebraic geometry and algebraic number theory.

686R. Topics in Algebraic Number Theory. (3)
Prerequisite(s): Math 372, 487 and instructor's consent.

Current topics of research interest.

687R. Topics in Analytic Number Theory. (3)
Prerequisite(s): Math 352, 487; or equivalents.
Current topics of research interest.

691R. Graduate Mathematics Colloquium. (1)
Prerequisite(s): Math 371 or equivalent.

A diverse set of talks at the graduate level. Students will broaden their knowledge of recent and current research in mathematics. Speakers will be faculty, visitors, and students reporting on thesis work.

695R. Readings in Mathematics. (1-2)
Prerequisite(s):

698R. Master's Project. (2)
Prerequisite(s):

699R. Master's Thesis. (1-9)
Prerequisite(s):

751R. Advanced Special Topics in Topology. (3)
Prerequisite(s): Math 652.

Current topics in topology of research interest.

799R. Doctoral Dissertation. (1-9)
Prerequisite(s):

FACULTY

Baker, Roger C., *Professor*, PhD, University of London, 1971. Number Theory

Bakker, Lennard F., *Associate Professor*, PhD, Queens University, 1997. Dynamical Systems: Celestial Mechanics

Barrett, Wayne W., *Professor*, PhD, New York University, 1975. Combinatorial Matrix Theory

Cannon, James W., *Professor*, PhD, University of Utah, 1969. Geometric Topology: Geometric Group Theory

Cardon, David A., *Associate Professor*, PhD, Stanford University, 1996. Number Theory

Chahal, Jasbir S., *Professor*, PhD, Johns Hopkins University, 1979. Number Theory

Chow, Shue-Sum, *Associate Professor*, PhD, Australian National University, 1983. Numerical Analysis

Conner, Gregory R., *Professor*, PhD, University of Utah, 1992. Geometric Group Theory: Combinatorial Group Theory: Topology

Dallon, John C., *Professor*, PhD, University of Utah, 1996. Mathematical Biology

Dorff, Michael J., *Professor*, PhD, University of Kentucky, 1997. Geometric Function Theory: Complex Analysis: Minimal Surfaces

Doud, Darrin M., *Associate Professor*, PhD, University of Illinois, 1999. Number Theory

Fisher, Todd, *Assistant Professor*, PhD, Northwestern University, 2004. Dynamical Systems

Forcade, Rodney W., *Professor*, PhD, University of Washington, 1971. Combinatorics

Glasgow, Scott A., *Associate Professor*, PhD, University of Arizona, 1993. Optics: Classical and Quantum

Grant, Christopher P., *Associate Professor*, PhD, University of Utah, 1991. Nonlinear Partial Differential Equations: Dynamical Systems

Halverson, Denise M., *Associate Professor*, PhD, University of Tennessee, 1999. Geometric Topology

Humpherys, Jeffrey C., *Associate Professor*, PhD, Indiana University, 2002. Applied Mathematics

Humphries, Stephen P., *Professor*, PhD, University of Wales, 1983. Low-Dimensional Topology: Classical Groups: Representation Theory

Jarvis, Tyler J., *Professor*, PhD, Princeton University, 1994. Algebraic Geometry

Jenkins, Paul, *Assistant Professor*, PhD, University of Wisconsin-

Madison, 2006. Number Theory: Modular Forms: Partitions

Kuttler, Kenneth L., *Professor*, PhD, University of Texas, Austin, 1981. Abstract Methods for Nonlinear Partial Differential Equations and Inclusion

Lang, William E., *Professor*, PhD, Harvard University, 1978. Algebraic Geometry

Lawlor, Gary R., *Associate Professor*, PhD, Stanford University, 1988. Geometric Measure Theory and Area Minimization

Li, Xian-Jin, *Professor*, PhD, Purdue University, 1993. Number Theory

Lu, Kening, *Professor*, PhD, Michigan State University, 1988. Applied Mathematics: Nonlinear Partial Differential Equations: Dynamical Systems

Nielsen, Pace, *Assistant Professor*, PhD, University of California, Berkeley, 2006. Algebra: Number Theory

Ouyang, Tiancheng, *Professor*, PhD, University of Minnesota, 1989. Partial Differential Equations

Purcell, Jessica S., *Assistant Professor*, PhD, Stanford University, 2004. Three-Dimensional Manifolds: Hyperbolic Geometry: Knot Theory

Roundy, Robin O., *Professor*, PhD, Stanford University, 1984. Operations Research

Swenson, Eric L., *Associate Professor*, PhD, Brigham Young University, 1993. Geometric Group Theory

Villamizar, Vianey, *Associate Professor*, PhD, Rensselaer Polytechnic Institute, 1987. Applied Mathematics: Wave Scattering: Scientific Computing

Wright, David G., *Professor*, PhD, University of Wisconsin, Madison, 1973. Geometric Topology

MATHEMATICS EDUCATION

Chair: Williams, Steven R.

Associate Chair: Siebert, Daniel K

Graduate Coordinator: Leatham, Keith R.

167 TMCB

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Web site: <http://www.mathed.byu.edu>

THE PROGRAMS OF STUDY

The Department of Mathematics Education offers a program of graduate study that leads to a Master of Arts degree in Mathematics Education. Through the experiences this program offers, graduate students extend their own understanding of mathematics and deepen their understanding of learners' mathematical thinking. The department values close, detailed mentoring of each graduate student as an active member of the scholarly community - a community devoted to exploration and inquiry into the learning and teaching of mathematics. Our program emphasizes interactions with faculty (both in and out of the classroom) that (a) allow students to explore new mathematical understanding in both personal and social contexts; (b) immerse students deeply in exploration, inquiry, analysis and exposition; and (c) familiarize students with the ever-expanding body of research literature on learning and teaching mathematics and with prevailing research methodologies. The cumulative experiences of our program prepare graduates to enter top mathematics education doctoral programs, to take on important leadership roles in school mathematics education communities, and to return to classrooms better equipped to teach lessons that are informed by students' mathematical thinking.

Mathematics Education—MA

Learning Outcomes - There are six learning outcomes for the MA in mathematics education program:

- **Scholarship** - Graduates understand and can evaluate important issues, trends, theories, paradigms of research, and research findings in the field of mathematics education, as well as their implications for the teaching and learning of mathematics in the public schools, mathematics teacher development, and participation in mathematics education scholarship.
- **Research** - Graduates understand research methods in mathematics education and can a) locate an interesting and important problem; b) conduct a literature review to situate the problem; c) develop a conceptual framework; d) establish focused research questions; e) choose and implement appropriate methods for collecting and analyzing data; f) address issues of research quality such as validity, reliability, and significant; and g) effectively communicate their work both orally and in writing.
- **Mathematics** - Graduates understand central concepts, tools of inquiry, and structures of the discipline of mathematics as well as core representations, canonical examples, and alternative algorithms germane to teaching school mathematics.
- **Teaching** - Graduates understand how to analyze topics from school mathematics in the context of the literature on students' mathematical thinking, meaningfully apply research on teaching and learning mathematics in their teaching, and use scholarly inquiry as a lens to reflect on that teaching.
- **Professionalism** - Graduates have developed a level of professionalism that enables and compels them to continually seek opportunities to improve their own practice, keep abreast of advances and developments in the field both locally and nationally, and provide leadership in professional, school, and community organizations.
- **Spiritual Stewardship** - Graduates strive to follow the example of Jesus Christ in both their personal

and professional lives, seek consistency between their understanding of the restored gospel of Jesus Christ and principles of mathematics teaching and learning, and use this enriched understanding of teaching and learning to nurture the divine potential of all in their spheres of influence.

There are two options, thesis or project, that we offer.

Requirements for Degree—Thesis Program.

- Credit hours (30): minimum of 24 credit hours of approved coursework plus 6 thesis hours (MthEd 699R).
- Required courses: MthEd 590, 591; and 3 credit hours of 611R; 9 additional credit hours of approved 500- or 600-level mathematics education coursework.
- Electives: 6 credit hours of approved graduate level coursework (no more than 3 credits of readings course 695R).
- Comprehensive examination: pass a written comprehensive examination. Full-time students take the exam in June following their first year; part-time students take the exam in June following their second year.
- Thesis: write a thesis based on an approved research project. Note: A formal thesis proposal and defense is required.
- Oral defense of thesis.
- Minor (optional): any approved minor.

Requirements for Degree—Project Program.

- Credit hours (30): minimum of 27 credit hours of approved coursework plus 3 project hours (Math 698R).
- Required courses: MthEd 590, 591; and 3 credit hours of 611R; 12 additional credit hours of approved 500- or 600-level mathematics education courses.

- Electives: 6 credit hours of approved graduate level coursework (no more than 3 credits of readings course 695R).
- Comprehensive examination: pass a written comprehensive examination. Full-time students take the exam in June following their first year; part-time students take the exam in June following their second year.
- Project paper: write a paper based on an approved project. Note: A formal project proposal and defense is required.
- Oral defense of project paper.
- Minor (optional): any approved minor.

Mathematics Education—Minor

The mathematics education minor is designed for graduate students in fields related to mathematics who have an interest in mathematics learning and teaching.

Requirements for Degree—Minor.

- Credit hours: 9
- Required courses: MthEd 590, 591, and 3 hours of approved 500- or 600-level mathematics education courses.
- Examination: pass a written examination based on the content of the 9 credit hours.

FINANCIAL ASSISTANCE

We see our graduate students as part of the department's active research and teaching community. Thus most full-time graduate students receive support from our department in the form of teaching assistantships. This support includes (a) a stipend, for which the recipient performs teaching duties requiring 20 hours per week and (b) a tuition scholarship for program courses. Information on current levels of support is available from the department.

RESOURCES AND OPPORTUNITIES

The research interests and active projects of the mathematics education faculty touch all levels of mathematics learning and learners. Designed as "research internships in mathematics education," the MA program gives each graduate student opportunities to engage with faculty in one or more research settings.

See www.mathed.byu.edu for a more detailed description of the graduate program in mathematics education.

COURSE DESCRIPTIONS

MTHED

500. (MthEd-Chem-C S-Geol-Math-Phscs-Stat) Business Practices for Science and Mathematics Majors. (1.5)

Prerequisite(s):

Introduction for science, math, and statistics majors to careers in industry. Project planning, oral and written business presentations, business accounting, and technology readiness.

550. Problem Solving. (3)

Prerequisite(s): Strong background in undergraduate mathematics; instructor's consent.

Solving and building explanations and presenting solutions to conceptually important problems. Connections between problem solving and understanding, and implications for teaching and learning.

562. Euclidean Geometry: Content, Learning, and Teaching. (3)

Prerequisite(s): MthEd 362 or equivalent.

Euclidean geometry, including classical problems, polyhedra, transformations, congruence, similarity, integer geometry, minimization; technology in geometry, Van Hiele levels, role of proof, and high school curriculum.

590. Foundational Issues in Learning Mathematics. (3)

Prerequisite(s): Teaching certificate or completion of student teaching.

Introduction to research in mathematics learning; mathematical thinking; cognitive, social, and philosophical approaches to describing mathematics learning. Lab experience in classrooms.

591. Scholarly Inquiry in Mathematics Education. (3)

Prerequisite(s): MthEd 590.

Introduction to scholarly inquiry in mathematics education; issues in research methodology. Lab experience in classrooms.

598R. Topics in Mathematics Education. (0.5-3)

Prerequisite(s): Instructor's consent.

Includes specific research areas and curriculum studies of school mathematics topics (i.e. geometry, algebra, and calculus).

608. Technology for Learning and Teaching Mathematics. (3)

Prerequisite(s): BA in mathematics education or equivalent; MthEd 308 or equivalent.

Analyzing research relative to learning mathematics with technology; exploring mathematical problems using technology; design curriculum; conducting research in the learning and teaching of technology.

611R. Graduate Student Seminar. (1)

Prerequisite(s): Instructor's consent.

Reading, discussing, and writing about relevant public discourse, policies, and issues in the broad arena of mathematics education.

660. Number and Number Sense. (3)

Prerequisite(s): BA in mathematics education or equivalent.

Research on children's understanding of early numbers, number operations, number sense, multidigit arithmetic, fractions, decimals, and proportions.

661. Algebraic Reasoning. (3)

Prerequisite(s): BA in mathematics education or equivalent.

Fundamental concepts (e.g., variables, equality, pattern recognition, function, covariation, equations), processes (e.g., mathematizing, generalizing, modeling), and research in algebraic reasoning.

663. Calculus Teaching and Learning. (3)

Prerequisite(s): BA in mathematics education or equivalent.

Fundamental calculus concepts as well as the curricula, reform efforts, and research associated with teaching and learning calculus.

695R. Readings in Mathematics Education. (0.5-3)

Prerequisite(s): Instructor's consent.

698R. Master's Project. (1-3)

Prerequisite(s): Instructor's consent.

699R. Master's Thesis. (0.5-9)

Prerequisite(s): Instructor's consent.

FACULTY

Corey, Douglas L., *Assistant Professor*, PhD, University of Michigan, 2007. Interests include understanding the characteristics of high-quality mathematics instruction and understanding what mathematical knowledge is needed to help students develop mathematical understanding

Leatham, Keith R., *Associate Professor*, PhD, University of Georgia, 2002. Research interests are on understanding the complexities of teaching and learning to teach mathematics

Peterson, Blake E., *Professor*, PhD, Washington State University, 1993. Research interests are on the process of learning to teach mathematics in the United States and in Japan. Researching this process is supported by an interest in the Japanese professional development of lesson study

Siebert, Daniel K., *Associate Professor*, PhD, University of California, San Diego, 2000. Research interests include discourse and literacy in mathematics classrooms

Teuscher, Dawn, *Assistant Professor*, PhD, University of Missouri-Columbia, 2008. Research interests include how national policy influences mathematics teachers and how mathematics curriculum influences teachers and students

Williams, Steven R., *Professor*, PhD, University of Wisconsin, Madison, 1989. Research interests include advanced mathematical thinking (including calculus concepts, advanced algebra and proof), and sociocultural approaches to knowledge and classroom discourse

MECHANICAL ENGINEERING

Chair: McLain, Timothy W.
Graduate Coordinator: Howell, Larry L.

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(801) 422-2625

Web site: <http://www.me.byu.edu>

THE PROGRAMS OF STUDY

The Department of Mechanical Engineering offers strong graduate programs in a variety of areas, including combustion processes; computational and experimental fluid mechanics; dynamic and mechatronic systems and controls; heat transfer; product design and development; manufacturing systems and processes; materials and materials processing; optimization; micromechanical systems; bioengineering; and robotics. Specific research activities in these areas are described on the Mechanical Engineering Department Web page at <http://www.me.byu.edu>.

The Mechanical Engineering Department offers two graduate degrees: Mechanical Engineering—PhD and Mechanical Engineering—MS.

The Mechanical Engineering Department and the Marriott School of Management offer a joint program leading to a master of science (MS) degree in mechanical engineering and a master of business administration (MBA) degree.

The graduate program in mechanical engineering has about 140 graduate students. The typical time required to obtain an MS degree is approximately two years, whereas a PhD degree usually requires about five years beyond the BS degree. The joint MS/MBA program generally takes about three years to complete.

Mechanical Engineering—MS

- Credit hours: a minimum of 30 hours, half of which must be offered by ME, including 6 thesis hours.
- Program of study: each student

must submit a study list of approved courses during the first semester.

- Prospectus: each student must submit a written prospectus during the second semester.
- Biannual Evaluations: each student's progress will be evaluated twice a year, in January and May. Satisfactory progress must be maintained in order to remain in the program.
- Residency requirements: work toward the MS must be completed under the direction of a graduate faculty advisor while the student is in residence at BYU for at least two consecutive semesters of 6 or more hours of registration. "In residence" is defined as living and conducting research in the general vicinity of the university, where the student has ready access to research facilities and consultation with the faculty.
- Graduate Seminar: all MS students are required to attend at least 75 percent of the graduate seminars that are held on a weekly basis, for two semesters. The seminars include technical presentations by graduate students, faculty members, and invited guests. MS students are required to present once during their graduate program, after completion of an approved thesis prospectus.
- Thesis: students may register for a maximum of six thesis credits (Me En 699R). All work toward the thesis must be completely open for public review and publication. Exceptions must have written approval from the department and college in advance of any work performed.
- Examination: MS students are required to pass an oral examination (thesis defense).
- Time requirement: the MS student has one year minimum and five years maximum to complete the MS degree.
- GPA requirement: cumulative 3.0 GPA or above in all courses count-

ed toward the master's degree.

- A 39 credit hour coursework only option is available under certain circumstances. Approval must be obtained prior to applying for admission. Departmental financial assistance is generally not available for the coursework option.

Learning Outcomes Established for the MS

- Program graduates will develop an advanced understanding of the governing principles which serve as the basis for the practice of mechanical engineering and have the ability to apply these principles in the design and analysis of a system or process to meet specified needs.
- Program graduates will participate in the creation of new knowledge and/or will advance the state-of-the-art in a specific sub-discipline of mechanical engineering through the completion of a thesis project. The thesis project may contain elements of design, experimentation and analysis and will require innovation and creativity.
- Program graduates will develop technical writing and oral presentation skills.
- Program graduates will demonstrate a pattern of living consistent with high ethical and moral standards.

Please see the MS Handbook at: http://me.byu.edu/degrees/grad_guide.php for more details regarding requirements.

Mechanical Engineering—Integrated, BS/MS

Only BYU students who have been accepted into the ME professional program, may elect to enter the Integrated Bachelor's/Master's Program. The purpose of this program is to afford greater flexibility in scheduling course work than is normally available through the Bachelor's program followed by the Master's program; however, the course load is the same

as if the BS degree and MS degree were earned separately.

In this program the BS degree must be received simultaneously with the MS degree. Students must be admitted to graduate school before taking the final two semesters of combined BS/MS course work in order to meet the requirement of paying two semesters of full-time graduate tuition. Application to graduate school must meet usual university and department graduate application deadlines.

Students wishing to be considered for this program should contact the ME Graduate Advisor during their junior year.

Note: It is possible for students to take up to 10 credits of upper-level coursework as an undergraduate and reserve them toward the MS. In most cases this will allow students adequate flexibility without formally entering the BS/MS Integrated Program.

Mechanical Engineering—PhD

Credit hours: a minimum of 66 credit hours beyond the baccalaureate degree, which may include up to 18 hours of dissertation credit and 30 hours of combined master's course work and thesis credit (by committee approval) and must include 6 credit-hours of approved courses toward strengthening understanding of mathematics or statistics. No undergraduate courses may apply toward a doctoral degree except those already applied to a master's degree.

- Program of Study: a study list must be submitted during the second semester of doctoral study.
- Comprehensive qualifying examination: a written examination must be taken within the first year of the PhD program. If failed it may be retaken only once. Exams are offered in March and September of each year.
- Prospectus: a written prospectus should be submitted and defended within six months after passing the qualifying examination. The pro-

spectus must be approved at least one year prior to the dissertation oral examination.

- Biannual Evaluations: each student's progress will be evaluated twice a year, in January and May. Satisfactory progress must be maintained in order to remain in the program.
- Residency requirements: work toward the PhD must be completed under the direction of a graduate faculty advisor while the student is in residence at BYU for at least two consecutive semesters of 6 or more hours of registration. "In residence" is defined as living and conducting research in the general vicinity of the university, where the student has ready access to research facilities and consultation with the faculty.
- Graduate Seminar: all doctoral students are required to attend at least 75 percent of the graduate seminars that are held on a weekly basis, for two semesters. The seminars include technical presentations by graduate students, faculty members, and invited guests. Doctoral students are required to present once toward the end of their graduate program.
- Dissertation: students may register for a maximum of 18 hours of dissertation credits (ME En 799R). All work toward the dissertation must be completely open for public review and publication. Exceptions must have written approval from the department and college in advance of any work performed.
- Examination: all students are required to pass an oral examination (defense of dissertation).
- Time requirement: the PhD student has eight years maximum to complete the degree.
- GPA requirement: cumulative 3.0 GPA or above in all courses counted toward the PhD degree.

Learning Outcomes Established for the PhD

MECHANICAL ENGINEERING

- Program graduates will develop an in-depth understanding of the fundamental principles related to a sub-discipline of mechanical engineering.
- Program graduates will have demonstrated a mastery of a broad range of topics related to mechanical engineering, including applied mathematics, and an ability to study and learn independently.
- Program graduates will have demonstrated the ability to perform independent research by completing a dissertation project which results in the creation of new knowledge and/or the advancement of the state-of-the-art in specific sub-disciplines of mechanical engineering. The dissertation project may contain elements of design, experimentation and/or analysis and will require innovation and creativity.
- Program graduates will develop technical writing and oral presentation skills.
- Program graduates will demonstrate a pattern of living consistent with high ethical and moral standards.

Please see the PhD Handbook at http://me.byu.edu/degrees/grad_guide.php for more details regarding requirements.

Mechanical Engineering—Joint MS/MBA

The Mechanical Engineering Department and the Marriott School of Management offer a joint program leading to a master of science (MS) degree in mechanical engineering and a master of business administration (MBA) degree. The program provides advanced training in Mechanical Engineering along with management skills of the MBA program. The degrees are received simultaneously and conferred separately by the two departments. Students must apply to both the Mechanical Engineering MS program and the MBA program, meeting the requirements of each department and

mentioning their intention to participate in the joint program in each statement of intent.

The program generally takes about three years to complete; however, some students prefer a four-year program (2 years for each degree) to provide adequate time for the MS thesis research and increase possibilities of research funding. Students wanting to finish in three years find it beneficial to start the MS program during spring term. Specific requirements are the same as those listed for the Mechanical Engineering MS degree, with the following guidelines:

- MBA 670, Innovation and Entrepreneurship, is required and will count toward both degrees.
- Of the 30 hours required for the MS, 6 hours are for the thesis, and 24 hours are for approved coursework. 12 hours are taken during Year 1, and the remaining 12 hours are taken during Years 2 and 3.
- 12 credits are allowed to be counted toward both degrees. Some MS courses **MUST** be taken concurrently with the MBA program in order to meet university requirements; otherwise, the 12 credits will not count toward both degrees.
- The outline below lists coursework during Fall and Winter; however, it is possible to take classes during Spring or Summer, as offered.

Year 1

Spring/Summer

MS Thesis Research (2 hours)

Fall and Winter

MS Thesis Research (2 hours)

MS Coursework (12 hours)

Spring/Summer

MS Thesis Research (2 hours)

MS Thesis Defense

Year 2

Fall

MBA Core

Winter

MBA Core; MBA 670

Year 3

Fall and Winter

MBA Core; MBA Electives;

MS coursework (9 hours)

FINANCIAL ASSISTANCE

Many graduate students work in the ME department as teaching assistants (TA) or as research assistants (RA). Department scholarship money is also available for graduate students. Funding for assistantships and scholarships is administered by individual faculty members.

COURSE DESCRIPTIONS

ME EN

500. (MeEn-CEEn) Design and Materials Applications. (3)

Prerequisite(s): CEEn 203; MeEn 372 or CEEn 321; or equivalents.

Applied and residual stress; materials selection; static, impact, and fatigue strength; fatigue damage; surface treatments; elastic deflection and stability—all as applied to mechanical design.

501. (MeEn-CEEn) Stress Analysis and Design of Mechanical Structures. (3)

Prerequisite(s): CEEn 321 or MeEn 372 or equivalent.

Stress analysis and deflection of structures; general bending and torsion, with computer applications to mechanical and aerospace structure design.

503. (MeEn-CEEn) Plasticity and Fracture. (3)

Prerequisite(s): CEEEn 203; MeEn 250; Math 303; senior standing or instructor's consent.

Tensor algebra; stress and deformation tensors; relationships between dislocation slip, yielding, plastic constitutive behavior, and microstructure development; cracks and linear elastic fracture mechanics.

504. (Me En-CE En) Computer Structural Analysis and Optimization. (3)

Prerequisite(s): Linear algebra; CE En 321 or Me En 372; or equivalents.

Matrix analysis of rods, shafts, beams, trusses, frames, and grids using the generalized stiffness method. Optimization methods for these structures. Organizing computer programs for structural analysis and structural optimization.

505. Applied Engineering Math. (3)

Prerequisite(s): Math 303 or 334; or equivalent.

Advanced engineering mathematics that builds a foundation for graduate mechanical engineering courses and research. Topics include tensor analysis, vector calculus, and solution methods for partial differential equations.

506. (MeEn-CEEn) Continuum Mechanics and Finite Element Analysis. (3)

Prerequisite(s): Linear algebra; CE En 321 or Me En 372; or equivalents.

Equilibrium, constitutive, and compatibility equations; closed-form solutions from elasticity; finite element theory, programming, and usage; membrane, axisymmetric, and solid elements. Application to heat transfer, fluid mechanics, and seepage.

508. (Me En-CE En) Structural Vibrations. (3)

Prerequisite(s): CE En 321 or Me En 372 or equivalent.

Dynamic analysis of single degree-of-freedom, discrete multi-degree-of-freedom, and continuous systems. Applications include aerospace, civil structures, and mechanical components.

510. Compressible Fluid Flow. (3)
Prerequisite(s): Me En 312 or equivalent.

One-dimensional analysis of compressible flow with area change, friction, heat transfer, shock waves, and combined effects, including experimental methods.

512. Intermediate Fluid Dynamics. (3)

Prerequisite(s): Me En 312 or instructor's consent.

Review of fluid properties, Navier-Stokes equations, exact and similarity solutions, introduction to potential flows, stream functions, lift and drag, boundary layers, vorticity, and turbulence.

521. Intermediate Thermodynamics. (3)

Prerequisite(s): Me En 422 or equivalent.

Review of first and second law analysis; exergy; equations of state and other thermodynamic relations; properties of mixtures and multi-phase systems; chemical reactions and equilibrium.

522. Combustion. (3)

Prerequisite(s): Chem 105, Me En 422; or instructor's consent.

Introduction to first- and second-law ideal gas combustion systems along with elementary models of homogeneous and heterogeneous premixed and/or diffusion flames.

523. (Me En-CE En) Aircraft Structures. (3)

Prerequisite(s): CE En 304 or Me En 250 or equivalent. CE En 321 or Me En 372 or equivalent.

Requirements, objectives, loads, materials, and tools for design of airframe structures; static behavior of thin-wall structures; durability and damage tolerance; certification and testing. Airframe component team design project.

534. Dynamics of Mechanical Systems. (3)

Prerequisite(s): Me En 335 or equivalent.

Hamiltonian and Lagrangian dynamics, generalized coordinates, linear and angular momentum, Euler angles, rigid-body motions, and gyroscopic effects. Theory taught with applications integrated.

535. Mechanical Vibrations. (3)

Prerequisite(s): Me En 335 or equivalent.

Introduction to energy methods for system modeling, eigenvalues and mode shapes, frequency response, and spectral characterization of vibrations.

537. Advanced Mechanisms, Robotics. (3)

Prerequisite(s): Me En 437 or equivalent.

Kinematics and dynamics of advanced mechanisms, such as robots, with computer simulation of mechanism motion.

538. Compliant Mechanisms. (3)

Prerequisite(s): Me En 372; 475 or concurrent enrollment; or instructor's consent.

Design and analysis of compliant mechanisms and compliant structures. Large-deflection analysis/force displacement relationships; mechanisms synthesis.

540. Intermediate Heat and Mass Transfer. (3)

Prerequisite(s): Me En 340 or equivalent.

Analytical approaches to conduction, convection, and radiation heat transfer. Introduction to mass transfer.

541. Computational Fluid Dynamics and Heat Transfer. (3)

Prerequisite(s): Me En 340 or instructor's consent.

Heat transfer analysis by numerical methods. Finite difference and finite element methods, stability, and error analysis.

550. (Me En-EC En) Microelectromechanical Systems (MEMS). (3)

Prerequisite(s): EC En 450 or Me En 372 or equivalent.

Design, fabrication, and applications of MEMS. Mechanical properties governing their design and reliability and the processing technologies used to fabricate them.

555. Introduction to Biomechanics. (3)

Prerequisite(s): Me En 372, 312; Math 303 or equivalent.

Mechanics of biological systems. A continuum mechanics-based approach to the structure, function, mechanical response, and active remodeling of hard and soft tissues of the body.

558. Metallurgy. (3)

Prerequisite(s): MeEn 250 or instructor's consent.

Fundamental principles of physical metallurgy and their application to design.

561. (Me En-Phscs) Fundamentals of Acoustics. (3)

Prerequisite(s): Phscs 123 or equivalent; Math 303 or 334 or equivalent.

Sound generation, transmission, reflection, and reception. Vibrating systems, elastic media, mechanical energy, and radiation. Sound in tubes and cavities. Acoustic filters. Noise measurement and perception.

562. (Me En-Phscs 660) Analysis of Acoustic Systems. (3)

Prerequisite(s): Phscs 561 or instructor's consent.

Analyzing and modeling electro-mechano-acoustic systems. Transducers, calibration, and acoustical measurements. Sound sources, arrays, coupling, radiation, and directivity. Duct acoustics. Energy-based acoustics.

564. Digital Instrumentation and Mechatronic Systems. (3)

Prerequisite(s): MeEn 363 or equivalent.

Design and analysis of instrumentation systems, fundamental sensor characteristics, and computer data acquisition; time and frequency domain modeling with analog and digital components.

570. (Me En-CE En) Computer-Aided Engineering Software Development. (3)

Prerequisite(s): Me En 373 or C programming.

Programming methods for development of engineering software. Data structures, architecture, libraries, and graphical user interfaces, with applications to CAD systems.

574. Product Development Automation. (3)

Prerequisite(s): Prerequisite: Me En 475, 476; or equivalents.

Design automation, network modeling of design systems, mass customization, agent-based methods, transnational design systems. Aerospace, automotive, and consumer product applications.

575. (Me En-CE En) Optimization Techniques in Engineering. (3)

Prerequisite(s): Math 302; C, C++, or similar computer language.

Application of computer optimization techniques to constrained engineering design. Theory and application of unconstrained and constrained nonlinear algorithms. Genetic algorithms. Robust design methods.

576. Product Design. (3)

Prerequisite(s): MeEn 475 or instructor's consent.

Emerging design methodology and design strategies for complex systems, including decomposition methods and sensitivity analysis. Advanced CAD/CAE/CAM technologies applied to design.

578. CAD/Cam Applications. (3)

Prerequisite(s): Advanced FORTRAN, C, or C++.

Principles and practices involved in parametric surface and solid modeling, associativity, NC tool path generation, etc. Construction of complete CAD models for design, analysis, and manufacture.

579. Global Product Development. (3)

Prerequisite(s): Me En 475, 476 (or equivalents); senior or graduate status.

Preparing students to be leaders in globally-influenced product development organizations. Includes visits to U.S. and overseas companies and universities.

584. Manufacturing Process Machine Design. (3)

Prerequisite(s): MeEn 372 or equivalent.

Applying machine design principles to manufacturing process machines and tooling; integrating machine elements; precision machine design. Designing and analyzing the effects of loading, combined stresses, and deflections on machine process capability. Sensors applied to process machines.

585. Manufacturing Competitive-ness: Quality and Productivity. (3)

Prerequisite(s): Stat 332, Me En 282; or equivalents.

Production strategies to improve quality, decrease cost, and increase throughput to create market advantage; effective production management systems; applying quality improvement tools to process data; theory of constraints and lean production.

595R. Special Topics in Mechanical Engineering. (0.5-18)

Prerequisite(s): Departmental consent.

602. (Me En-CE En) Composite Structures. (3)

Prerequisite(s): Me En-CE En 506.

Design of advanced composite structures; deflections, buckling, and vibration of thin plates and sandwich plates; design guidelines; design examples; project.

606. (Me En-CE En) Plates and Shells. (3)

Prerequisite(s): Me En-CE En 506.

Beam and plate theories, including flexural and shear deformation. Large displacement beam and plate theory. Axisymmetric shells and general curved shells. Finite element analysis of beams, plates and shells, including buckling analysis.

608. (Me En-CE En) Nonlinear Structural Analysis. (3)

Prerequisite(s): Me En-CE En 506, 508.

Geometrically nonlinear analysis of trusses, frames, membranes, and plates, including buckling and large deformation analysis. Materially nonlinear analysis, including plasticity and viscoelasticity.

609. (MeEn-CEEn) Spectral Analysis of Dynamic Systems. (3)

Prerequisite(s): Math 302 or equivalent.

Digital signal processing and analysis applied to computer-aided testing, system identification, and characterization of random processes. Applications include vibration and acoustic testing, seismic recording and analysis, and system identification for control.

611. Turbulence. (3)

Prerequisite(s): MeEn 512.

Introduction to turbulence, flow instability and transition, concept of scale, Reynolds averaging, wall-bounded and free shear flows, closure modes, and measurement techniques.

612. Environmental Fluid Dynamics. (3)

Prerequisite(s): Me En 512 or instructor's consent.

Fluid dynamics of the atmosphere and oceans related to air quality, water quality, and human safety. Free surface, two layer, and continuously stratified flows emphasizing linear and nonlinear free-surface and internal gravity waves.

613. Experimental Fluid Mechanics. (3)

Prerequisite(s): Me En 312 or equivalent.

Experimental methods for analyzing fluid flow and heat transfer. Theory and application of techniques in velocimetry, pressure sensing, thermometry, and flow visualization.

625. Advanced Internal Combustion Engines. (3)

Prerequisite(s): Me En 425 or equivalent.

Detailed combustion analysis of compression and spark ignition engines. Modeling concepts from zero to multidimensional. Engine heat transfer and I.C. engine diagnostics.

633. (Me En-EC En 673) Digital Control Systems. (3)

Prerequisite(s): Me En 431 or EC En 483 or equivalent.

Design of digital controllers for dynamical systems, analysis using the z-transform, digital filter implementation, application of transform-based classical design methods, and modern state-space techniques.

634. (Me En-EC En 674) Flight Dynamics and Control. (3)

Prerequisite(s): Me En 431 or EC En 483 or equivalent.

Dynamics of flight, stability, and control derivatives, longitudinal and lateral control design; state-space control strategies for aircraft; and unmanned air vehicle applications.

642. Radiative Heat Transfer. (3)

Prerequisite(s): MeEn 540.

Advanced engineering analysis of radiant heat exchange between surfaces, in enclosures, and in absorbing, emitting, and scattering media.

643. Convective Heat Transfer (3)

Prerequisite(s): MeEn 540.

Advanced engineering analysis of convective heat transfer in internal and external laminar and turbulent flows.

651. Microstructure and Properties. (3)

Prerequisite(s): MeEn 506.

Representations of inhomogeneous material microstructure, crystallography, orientation distribution functions, Fourier representations, bounding theories for defect-insensitive properties, grain boundaries and grain boundary engineering, microstructure sensitive design.

671. Advanced Strategies for Product Development. (3)

Prerequisite(s): MeEn 475 or instructor's consent.

Theory of advanced strategies for product development. New concepts developed, tested, and applied to real products.

673. Advanced Design Tool Development. (3)

Prerequisite(s): MeEn 570 and instructor's consent.

Development and implementation of advanced tools and methods for mechanical design.

684. Production System Design. (3)

Prerequisite(s): MeEn 671 or instructor's consent.

Designing manufacturing systems for competitive advantage. Factory layout, simulation and design, and tooling design. Integration of manufacturing design into product development process.

685. (MeEn-Mfg 675) Advanced Manufacturing Strategies for Product Development. (3)

Prerequisite(s): Mfg 232 or equivalent.

Theoretical and experimental study of manufacturing methods such as machining, forming, casting, welding, etc.

695R. Special Problems for Master's Students (1-3)

Prerequisite(s): department chair's consent.

699R. Master's Thesis. (1-9)

Prerequisite(s):

733. (Me En-EC En 773) Linear System Theory. (3)

Prerequisite(s): Me En 431 or EC En 483 or equivalent; EC En 671.

Mathematical introduction to time-varying linear systems; state-space descriptions, controllability, observability, Lyapunov stability, observer-based control. Design of linear quadratic regulators and infinite-horizon Kalman filters.

MECHANICAL ENGINEERING

734. (Me En-EC En 774) Non-Linear System Theory. (3)

Prerequisite(s): Me En 431 or EC En 483 or equivalent; EC En 671.

Mathematical introduction to non-linear dynamic systems. Topics include Lyapunov methods, passivity, input-output stability, and non-linear feedback design.

795R. Selected Topics in Mechanical Engineering. (1-3)

Prerequisite(s):

799R. Doctoral Dissertation. (1-18)

Prerequisite(s):

FACULTY

Blotter, Jonathan D., *Professor*, PhD, Virginia Polytechnic Institute and State Univ., 1996. Experimental Mechanics: Vibrations and Acoustics

Bowden, Anton E., *Assistant Professor*, PhD, University of Utah, 2003. Biomechanics: Continuum Mechanics: Nonlinear FEA: Biomaterials

Bowman, W. Jerry, *Associate Teaching Professor*, PhD, Air Force Institute of Technology, 1987. Aerodynamics

Charles, Steven K., *Assistant Professor*, PhD, Harvard-MIT Division of Health Sciences and Techno, 2008. Biomechanics and Neural Control of Movement

Colton, Mark B., *Assistant Professor*, PhD, University of Utah, 2006. Haptic Interfaces: Dynamic Systems: Robotics

Fullwood, David, *Associate Professor*, PhD, University of London, 1992. Composites: Computational Materials

Gorrell, Steven E., *Associate Professor*, PhD, Iowa State University, 2001. Experimental and Computational Fluid Dynamics: Turbomachinery

Homer, Eric Richards, *Assistant Professor*, PhD, Massachusetts In-

stitute of Technology, 2010. Computational Materials Science and Engineering: Materials Modeling

Howell, Larry L., *Professor*, PhD, Purdue University, 1993. Compliant and Rigid-body Mechanisms: Microelectromechanical Systems (MEMS)

Jensen, Brian D., *Associate Professor*, PhD, University of Michigan, 2004. Multidomain Modeling of Microelectromechanical Systems (MEMS): RF Switches

Jensen, C. Gregory, *Professor*, PhD, Purdue University, 1993. Computer-Aided Engineering: Computer-Aided Manufacturing

Jones, Matthew R., *Associate Professor*, PhD, University of Illinois, 1993. Heat Transfer: Inverse Problems

Magleby, Spencer P., *Professor*, PhD, University of Wisconsin, Madison, 1988. Engineering Design: Product Development: Compliant Mechanisms

Mattson, Christopher A., *Assistant Professor*, PhD, Rensselaer Polytechnic Institute, 2003. Multi-Objective Optimization: Product Development: Conceptual Engineering Design

Maynes, R. Daniel, *Professor*, PhD, University of Utah, 1997. Fluid Mechanics: Transport Phenomena

McLain, Timothy W., *Professor*, PhD, Stanford University, 1995. Dynamic Systems: Controls: Autonomous Air Vehicles

Nelson, Tracy W., *Professor*, PhD, Ohio State University, 1998. Materials and Joining

Parkinson, Alan R., *Professor*, PhD, University of Illinois, 1982. Optimization: Computer-Aided Engineering: Robust Design Methods

Red, W. Edward, *Professor*, PhD, Arizona State University, 1972. Robotics: Automation: Applied Mechanics

Sorensen, Carl D., *Professor*, PhD, Massachusetts Institute of Technology, 1985. Design for Manufacture: Manufacturing Processes: Friction Stir Welding

Thomson, Scott L., *Associate Professor*, PhD, Purdue University, 2004. Fluid Mechanics: Biomechanics: Acoustics

Todd, Robert H., *Professor*, PhD, Stanford University, 1971. Manufacturing Processes: Process Machine Development: Engineering Design: Improvement of Engineering Education

Tree, Dale R., *Professor*, PhD, University of Wisconsin, Madison, 1992. Coal and Biomass Combustion: Internal Combustion Engines

Truscott, Tadd T., *Assistant Professor*, PhD, Massachusetts Institute of Technology, 2009. Fluid Mechanics, Visualization and Imaging

Vanderhoff, Julie C., *Assistant Professor*, PhD, University of California, San Diego, 2007. Fluid Mechanics: Computational Fluid Mechanics: Environmental Engineering: Geophysical Fluid Flow

Webb, Brent W., *Professor*, PhD, Purdue University, 1986. Heat Transfer

MICROBIOLOGY AND MOLECULAR BIOLOGY

Chair: Bridgewater, Laura C.

Graduate Coordinator: Robison, Richard A.

775 WIDB

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THE PROGRAMS OF STUDY

The fields of microbiology and molecular biology are closely intertwined and are at the center of some of the most exciting current advances in the biological sciences. With the recent completion of genome-sequencing projects for a number of organisms, including human, the model plant species *Arabidopsis thaliana*, rice, and a growing number of bacteria and yeasts, including pathogenic organisms, this is an exciting time to study infectious and genetic diseases, genetic diversity, and gene expression.

Graduate programs in microbiology emphasize a combination of course work and research experience. Current theory and informational material are presented in a variety of courses. Graduate study in molecular biology offers a comprehensive and interdisciplinary degree program, supported by faculty from other departments in this college and from the Department of Chemistry and Biochemistry in the College of Physical and Mathematical Sciences. Supporting courses in molecular biology may include appropriate courses from any of these departments. Completion of degree programs in the department qualifies students for further graduate study at other universities; employment in educational, industrial, medical, and research institutions; or postdoctoral opportunities leading to careers as research or academic scientists.

The Department of Microbiology and Molecular Biology offers four degrees: Microbiology—MS, Microbiology—PhD, Molecular Biology—MS, and Molecular Biology—PhD.

Typically there are about thirty graduate students in the department at any time. Approximately one half are PhD students and the rest are M.S. students. Average times in the programs are about two years for an MS degree, about three years beyond a master's for the PhD degree, and about five years for the PhD, going directly from the bachelor's without the master's degree.

Microbiology—MS

Requirements for Degree

- Credit hours (30 hours): minimum 24 course work hours plus 6 thesis hours (MMBio 699R).
- Required courses: Bio 503, MMBio 661, 662, 691R; at least one MMBio 500 or 600 level course; a statistics course; 6 credits of MMBIO 699R, Thesis. Additional courses as determined by student's advisory committee.
- Recommended courses: either Chem 584 or 586.
- Semiannual progress reviews.
- Presentation of research at an annual retreat.
- Thesis: standard university thesis or a journal publication.
- Final public seminar on thesis research.
- Examination: (A) oral examination on course work and (B) oral examination on thesis. These exams must be scheduled on different days.

Molecular Biology—MS

Requirements for Degree

- Credit hours (30 hours): minimum 24 course work hours plus 6 thesis hours (MMBio 699R).
- Required courses: Bio 503, MMBio 661, 662, 691R; a statistics course, at least one MMBio 500 or 600 level course; six credits of MMBIO 699R; Thesis; and additional courses as determined by the student's advisory committee.

sory committee.

- Recommended courses: either Chem 584 or 586.
- Semiannual progress reviews.
- Presentation of research at an annual retreat.
- Thesis: standard university thesis or a journal publication.
- Final public seminar on thesis research.
- Examination: (A) oral examination on course work and (B) oral examination on thesis. These exams must be scheduled on different days.

Microbiology—PhD

Requirements for Degree

- Credit hours: candidates without a master's degree: 54 semester hours beyond the baccalaureate, including no more than 18 hours of dissertation credit. Minimum of 36 hours beyond master's degree, including 18 hours of dissertation (MMBio 799R).
- Required courses: Bio 503, MMBio 661, 662, 691R; at least one MMBio 500 or 600 level course not already required; a statistics course; 18 credits of MMBIO 799R, Dissertation; and one of the following: Bio 640, Chem 468, Chem 489, CS 618, PWS 633, Stat 535, or Stat 641. Additional courses as determined by student's advisory committee.
- Semiannual progress reviews.
- Presentation of research at an annual retreat.
- Qualifying Examination: Student will be required to pass the qualifying exam. This includes (1) written outside grant proposal outside the area of expertise, and (2) oral exam on coursework and grant defense.
- Dissertation: standard university dissertation or a journal publication.
- Public seminar and oral defense of

dissertation.

Molecular Biology—PhD

Requirements for Degree

- Credit hours: candidates without a master's degree: 54 semester hours beyond the baccalaureate, including no more than 18 hours of dissertation credit. Minimum of 36 hours beyond master's degree, including 18 hours of dissertation (MMBio 799R).
- Required courses: Bio 503, MMBio 661, 662, 691R; at least one MMBIO 500 or 600 level course; a statistics course; 18 credits of MMBIO 799R, Dissertation; and one of the following: Bio 640, Chem 468, Chem 489, CS 618, PWS 633, Stat 535, or Stat 641. Additional courses as determined by student's advisory committee.
- Semiannual progress reviews.
- Presentation of research at an annual retreat.
- Qualifying Examination: Student will be required to pass the qualifying exam. This includes (1) written grant proposal outside the area of expertise, and (2) oral exam on coursework and grant defense.
- Dissertation: standard university dissertation or journal publications.
- Public seminar and oral defense of dissertation.

FINANCIAL ASSISTANCE

Teaching and research assistantships are offered by the department.

RESOURCES AND OPPORTUNITIES

Electron Optics Laboratory. Researchers can accomplish all standard electron optics procedures. The laboratory has transmission and scanning electron microscopes equipped with X-ray microanalysis capabilities, plus

accessory equipment for freeze-structure, freeze-drying, and necessary support facilities, including confocal laser scan microscopy.

Research Instrumentation Core (RIC) Facility. The RIC houses specialized equipment for use by researchers at BYU. It is equipped with a flow cytometer analyzer and sorter, imaging systems for gels and blots, high-speed centrifuge, plate readers for fluorescence, luminescence, absorbance and radioactivity detection, fluorescent microscope with digital imaging capacity, nanodrop spectrophotometer, microarray scanner, and gas chromatography microbial identification system.

DNA Sequencing Center provides advanced, efficient, and economical services for DNA sequence and DNA fragment acquisition and analysis. Equipment includes 454 Life Sciences Genome Sequencer, Applied Biosystems 3730xi DNA Analyzer, Applied Biosystems 3100 Genetic Analyzer, Parallax 350, Genetix QPix2XT, and Sequencher Software.

Proteomics and Biological Mass Spectrometry Facility offers instrumentation to resolve complex proteomes and to identify and characterize the component proteins. Instrumentation assists in identifying proteins in the femtomole range, noncovalent protein interactions, and post-translational modifications, and determining differences in protein expression. The facility is equipped with an Applied Biosystem QSTAR Pulsar Hybrid QqToF Mass Spectrometer and 2D Gel technologies.

Cancer Research Center is an independent organization with members coming from the Colleges of Life Sciences, Engineering and Technology, Health and Human Performance, and Physical and Mathematical Sciences. A primary goal of the Cancer Research Center is to provide a rigorous research training program for students. Our ultimate goal is to find a cure through research and education.

Other Campus Facilities include a microscopy lab, greenhouses,

gardens, arboretum, small-animal vivarium, and tissue culture rooms.

Faculty research interests currently include DNA replication, gene regulation, virology, immunology, cancer biology, pathogenesis, host-microbe interactions, molecular evolution, microbial ecology, and clinical lab science.

COURSE DESCRIPTIONS

MMBIO

510. History of Microbiology and Molecular Biology. (2)

Prerequisite(s): Any one 400-level MMBio course.

Exploring the lives and historical settings of major contributors to the development of the sciences of microbiology and molecular biology emphasizing the importance of their ground-breaking discoveries in both basic and applied science.

513. Philosophy of Biology. (2)

Prerequisite(s): MMBio 460 or 461 or 462 or equivalent.

Epistemological, metaphysical, and ethical issues in the biological sciences. Philosophical questions concerning the theory of evolution, debate between evolution and creationism, fitness, adaptationism, the units of selection, systematics, socio-biology, and evolutionary ethics.

515. RNA-Mediated Gene Regulation. (2)

Prerequisite(s): MMBio 441 or equivalent.

Current advances in studies on RNA processing, including RNA splicing and editing, riboswitches, ribozymes, and the role of small RNAs in RNA interference and regulation of gene expression.

518. Select Pathogens. (2)

Prerequisite(s): MMBio 453 or equivalent.

Current literature in special pathogens.

551R. Current Topics in Microbiology and Molecular Biology. (1-3)

Prerequisite(s):

Readings from current literature on a specific topic; student presentations and discussion.

557. Genes and Cancer. (2)

Prerequisite(s): MMBio 441 or equivalent.

Molecular basis of human cancers, emphasizing oncogenes, tumor suppressor genes, chromosomal instability, hereditary cancers, chemical and physical carcinogens, and viral carcinogenesis.

565. Molecular Virology. (2)

Prerequisite(s): MMBio 465 or equivalent.

Molecular mechanisms of virus architecture, attachment and entry pathways, replication strategies, oncogenesis, evolution, and mechanisms of pathogenesis.

623. Immunology. (2)

Prerequisite(s):

Current topics in immunology.

624. Microbial Pathogenesis. (3)

Prerequisite(s):

Pathology of viral, parasitic, and bacterial diseases.

626. Advanced Microbial Genetics. (2)

Prerequisite(s):

The molecular genetic basis of prokaryotic and eukaryotic microbial cellular structures, metabolism, and behavior.

651R. Special Topics in Microbiology and Molecular Biology. (1-3)

Prerequisite(s):

661. (MMBio-Bio-PDBio-PWS) Molecular Biology of the Cell. (3)

Prerequisite(s):

Life science principles including biochemistry of proteins and nucleic acids, cellular structure, cell signaling, and gene regulation

662. (MMBio-Bio-PDBio-PWS) Genomics, Molecular Evolution, and Developmental Biology. (3)

Prerequisite(s):

Understanding the molecular life sciences including genetics of model organisms, developmental genetics, molecular evolution, genomics, and bioinformatics.

691R. Graduate Seminar. (1)

Prerequisite(s):

695R. Research. (0.5-18)

Prerequisite(s):

699R. Master's Thesis. (1-9)

Prerequisite(s):

799R. Doctoral Dissertation. (1-9)

Prerequisite(s):

FACULTY

Berges, Bradford, *Assistant Professor*, PhD, University of Pennsylvania, 2005. Viral Infections of Humanized Mice

Breakwell, Donald P., *Teaching Professor*, PhD, Purdue University, 1992. Microbial Ecology

Bridgewater, Laura C., *Associate Professor*, PhD, George Washington University, 1995. Transcriptional Regulation: Developmental Biology

Burnett, Sandra, *Associate Teaching Professor*, PhD, University of Kentucky, 2000. Veterinary Science: Molecular Immunology: Virology

Erickson, David, *Assistant Professor*, PhD, University of Calgary, Canada, 2003. Bacterial Pathogenesis

Evans, R. Paul, *Assistant Professor*, PhD, Medical College of Virginia, 1983. Molecular Biology

Griffitts, Joel, *Assistant Professor*, PhD, University of California, San Diego, 2004. Plant-Bacterial Interactions

Grose, Julianne, *Assistant Professor*, PhD, University of Utah, 2003. Yeast Carbon Metabolism

Harker, Alan R., *Professor*, PhD, University of Utah, 1982. Microbial Physiology

Johnson, Steven, *Assistant Professor*, PhD, Yale University, 2004. Genetic Engineering, Nucleosome Positioning

McCleary, William R., *Associate Professor*, PhD, University of California, Berkeley, 1990. Microbial Physiology: Bacterial Signal Transduction

Nielsen, Brent L., *Professor*, PhD, Oregon State University, 1985. Plant Molecular Biology

O'Neill, Kim, *Professor*, PhD, University of Ulster, Northern Ireland, 1986. Genetics: Oncology

Poole, Brian, *Assistant Professor*, PhD, Pennsylvania State University, 2004. Cell-Virus Interactions

Robison, Richard A., *Professor*, PhD, Brigham Young University, 1988. Molecular Biology: Bacterial Pathogenesis: Immunology

Wilson, Eric, *Associate Professor*, PhD, Montana State University, 2000. Immunology

MUSIC, SCHOOL OF

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THE PROGRAMS OF STUDY

The graduate programs in the School of Music are designed to preserve and develop an art form that is essential to human progress and well-being and to provide advanced instruction in the art and craft of music.

The School of Music provides graduate education in composition, music education, musicology, and music performance, and it maintains accreditation for all of its degree programs through the National Association of Schools of Music.

Two degrees are offered through the School of Music: Music—MA, Music—MM. A music minor is also offered.

The School of Music has an average enrollment of seventy graduate students from various U.S. and international areas. The average time for a student to complete a master's degree in music is two years.

Music—MA

The master of arts degree is offered with specializations in Music Education and Musicology. A student whose background exhibits deficiencies in academic areas of music may be required to complete additional prerequisite courses during the MA.

MA in Music Education. This program is for those with an undergraduate degree in Music Education who wish to pursue further academic study as a means to develop professionally. The culminating project is the completion of a thesis. Coursework combines the study of philosophical, research-based, and theo-

retical views of teaching and learning music with pragmatic approaches to improving music instruction. Efforts are made to plan a program of study based on individual students' needs and interests while maintaining standards of musical and scholarly excellence. Available for full-time or summers-only study.

MA in Musicology. This program prepares students to be teachers and scholars who will promote musical understanding and appreciation for the arts. Students are expected to add to the body of historical and analytical publication that has increased understanding of the history, practice, sociology, and aesthetics of the cultural heritage of Western (and to a lesser degree non-Western) music. This effort should also increase awareness of cultural and historical diversity represented in concert programs and recordings.

Requirements for Specialization—Music Education.

- Prerequisite: baccalaureate degree in music or equivalent.
- Credit hours (32): minimum 26 course work hours plus 6 thesis hours (Music 699R).
- Required courses: Music 501, 672, 673, 674, 675, 698A, 699R; Stat 510, Anth 442 or other appropriate research course outside of music approved by advisor.
- Choral Emphasis: Music 533R;
- Instrumental Emphasis: Music 595.
-
- Electives: 9 hours from graduate music courses and/or graduate courses outside the music field.
- Thesis.
- Examinations: (A) comprehensive written examination; (B) final oral exam and defense of thesis.

Requirements for Specialization—Musicology.

- Prerequisite: baccalaureate degree in music or equivalent.

- Credit hours (32): minimum 26 course work hours plus 6 thesis hours (Music 699R).
- Required courses: Music 500, 699R.
- Any four courses (12 hours) from 601, 602, 603, 604, 605, 606.
- Any three courses (9 hours) from Music 483, 503, 581, 583, 595, 596, 683.
- Electives: 3 hours in music or other departments.
- Thesis.
- Examinations: (A) department language proficiency examination, normally in French or German; (B) comprehensive written examination; (C) defense of thesis.

Music—MM

The master of music degree is offered with specializations in Composition, Conducting, Music Education, and Performance.

MM in Composition. The purpose of this specialization is to produce graduates who are prepared to make a significant contribution to the art form, either as composers or as teachers and scholars in composition and theory, and to provide aesthetic enrichment to both the composer and listener.

MM in Conducting. Students develop advanced, personal conducting skills and techniques that are precise and suited to a variety of musical needs; attain confidence, poise, and clarity with the baton; learn effective rehearsal techniques; and become familiar with a variety of instrumental and choral scores representing the repertoire of various music periods and sacred and secular styles. They learn to convey through gesture music's power and gentleness and its directness and subtlety to both the performer and audience and to select and bring to the community the great masterpieces of instrumental and choral literature.

MM in Music Education. This program is for those with an under-

graduate degree in Music Education who wish to pursue further academic study as a means to develop professionally. The culminating project is the completion of a professional improvement project. Coursework combines the study of philosophical, research-based, and theoretical views of teaching and learning music with pragmatic approaches to improving music instruction as well as instruction on a primary/secondary instrument, conducting and/or teaching methodologies. Efforts are made to plan a program of study based on individual students' needs and interests while maintaining standards of musical and scholarly excellence. Available for full-time or summers-only study.

MM in Performance. The intent of the specialization is to prepare students with outstanding performance potential to be competitive in performance and teaching careers and to be advocates for the arts in their communities. They may help meet the needs for skilled performers of solo and small and large ensemble music, and they will be able to teach privately and help meet the considerable community demand for excellent private studio teachers.

Requirements for Specialization—Composition.

- Prerequisite: baccalaureate degree in music composition or equivalent in previous training.
- Credit hours (32): minimum 26 course work hours plus 6 master's composition hours (Music 687R).
- Required courses: Music 500, 503, 606, 587R (6 hours) 687R (6 hours); 3 hours from 601, 602, 603, 604, 605; 6 hours from 581, 583, 591, 596, 683.
- Electives: 3 hours.
- Recital: strongly recommended.
- Composition.
- Examinations: (A) final oral examination; (B) defense of composition.

Requirements for Specialization—Conducting.

- Prerequisite: baccalaureate degree in music;
- Credit hours: minimum 32 course work hours including recital (Music 697A,B).
- Required courses: Music 500, 660R (conducting, 4 hours), ensemble (2 hours), 697A,B.
- *Band Emphasis:* Music 510, 532, 595, 606, and 5 hours of electives in addition to the 6 hours of electives listed below.
- *Choral Emphasis:* Music 506, 507, 533R (6 hours), and 4 hours of electives in addition to the 6 hours of electives listed below.
- *Orchestra Emphasis:* Music 508, 509, 532, 595, and 6 hours of electives in addition to the 6 hours of electives listed below.
-
- Electives: 6 hours in nonperformance music graduate courses (as approved by graduate committee) from one or more of the following areas: music education, music history, or music theory.
- Recital.
- Examinations: (A) jury examination each semester of enrollment in 660R; (B) repertory examination; (C) final oral examination.

Requirements for Specialization—Music Education.

- Prerequisite: public school music teacher certification; baccalaureate degree in music.
- Credit hours: minimum 32 course work hours including a professional improvement project (Music 698A,B).
- Required courses: Music 501, 560R (4 hours), 673, 674, 675; 698A,B.
- *Choral Emphasis:* Music 533R (6 hours), and 10 hours of electives.
- *Instrumental Emphasis:* Music 595; 6 hours from 508, 509, 510, 532R, 534R; and 8 hours of electives.
- Professional Improvement Project.

- Examinations: (A) comprehensive written examination; (B) final oral examination and defense of project.

Requirements for Specialization—Performance.

- Prerequisite: baccalaureate degree in performance or equivalent; proficiency in German, French, and Italian diction for voice candidates.
- Credit hours: minimum 32 course work hours including recital (Music 697A,B).
- Required courses:
- *Voice Emphasis:* Music 500, 505A,B, ensemble (2 hours), 660R (6 hours), 665, 670R (2 hours), 697A,B, and 4 hours of electives in addition to the 6 hours of electives listed below.
- *Orchestral Instrument Emphasis:* Music 500, 505A,B, large ensemble (2 hours), chamber ensemble (2 hours), 660R (6 hours), 665, 670R (2 hours), 697A,B, and 2 hours of electives in addition to the 6 hours of electives listed below. Scholarship students may have additional ensemble requirements; see your graduate adviser for details.
- *Keyboard Instrument Emphasis:* Music 500, 505A,B, ensemble (2 hours), 591, 660R (6 hours), 665, 670R (2 hours), 697A,B, and 2 hours of electives in addition to the 6 hours of electives listed below. The ensemble requirement listed above includes 644R.
-
- Electives: 6 hours in nonperformance music graduate courses (as approved by graduate committee) from one or more of the following areas: music education, music history, or music theory.
- Recital.
- Examinations: (A) jury examination each semester of enrollment in 660R; (B) repertory examination; (C) final oral examination.

Music—Minor

The School of Music follows the general university requirements established for the graduate minor. The student must:

- Obtain the approval of the director of the School of Music.
- Select a graduate faculty member (approved by the director) to serve as a graduate committee member.
- Register for and complete 9 semester hours of approved graduate credit in the minor.
- Pass an oral or a written comprehensive examination in the minor (prepared by the minor committee member).

FINANCIAL ASSISTANCE

The School of Music offers four types of graduate awards: assistantships, internships, performance awards, and scholarships.

RESOURCES AND OPPORTUNITIES

The Harris Fine Arts Center, which houses the School of Music, contains two concert halls and numerous practice rooms for music, dance, and theatre.

Graduate students have opportunities to perform individually and with groups in both the Madsen Recital Hall and the de Jong Concert Hall in the Harris Fine Arts Center.

For a more detailed description of the graduate program requirements, see the online School of Music Graduate Handbook on the School of Music's website.

COURSE DESCRIPTIONS

MUSIC

500. Musical Research Techniques. (2)

Prerequisite(s): Graduate status.

501. Music Education Research Techniques. (2)

Prerequisite(s): Graduate status.

503. Aesthetics. (3)

Prerequisite(s): Music 306 or equivalent.

Fundamental questions of aesthetic theory from classical antiquity to the present, emphasizing musical aesthetics.

505A. Applied Literature. (2)

Prerequisite(s): Minimum of one enrollment in Music 402-407 or equivalent.

Advanced survey and research of literature.

505B. Advanced Applied Literature: Woodwind Literature. (2)

Prerequisite(s): Music 505A.

Intensification and deeper study of Music 505A materials.

506. Choral Literature 1. (2)

Prerequisite(s): Instructor's consent.

Concentrated analytical study and application of choral literature through Beethoven.

507. Choral Literature 2. (2)

Prerequisite(s): Instructor's consent.

Concentrated analytical study and application of choral literature from post-Beethoven to the present.

508. Orchestra Literature 1. (2)

Prerequisite(s): Instructor's consent.

Concentrated analytical study and application of orchestral literature of the baroque and classical eras.

509. Orchestra Literature 2. (2)

Prerequisite(s): Instructor's consent.

Concentrated analytical study and application of orchestral literature of the romantic era and the 20th century.

510. Band Literature. (2)

Prerequisite(s): Instructor's consent.

Concentrated study of band literature through analysis and conducting.

511. Oratorio Literature for Solo Voice. (2)

Prerequisite(s): Music 402A or equivalent.

History, repertoire, and performance practice of sacred works with a focus on works from the Baroque Era to Contemporary.

532R. Score Preparation and Conducting: Instrumental. (2)

Prerequisite(s): Instructor's consent.

533R. Choral Conducting and Development. (2)

Prerequisite(s):

Principles and practices of score preparation, conducting, and choral development as elements of choral artistry.

534R. Score Preparation and Direction: Jazz. (2)

Prerequisite(s):

560R. Performance Instruction. (1-2)

Prerequisite(s): Graduate music student status.

Performance instruction for students not specializing in performance, and for performance students wishing to study secondary instruments.

570. Music for Elementary School Teachers. (2)

Prerequisite(s): Music 371, 471, or elementary music teaching experience.

Experiences in teaching various music activities in the elementary school.

571. Elementary Education Music Pedagogy. (2)

Prerequisite(s): Music 371 and equivalent of elementary education teaching minor in music.

Orff, Dalcroze, and Kodaly materials and techniques.

575R. Summer Music Workshops and Clinics. (0.5-4)

Prerequisite(s):

576. Fundamentals and Techniques of the Marching Band. (2)

Prerequisite(s): Music 294, 296 (or equivalents); music education major status.

Planning, charting, and scoring for marching bands.

581. Twentieth-Century Orchestration. (3)

Prerequisite(s): Music 481 or equivalent.

New techniques for standard and new instruments; analysis and listening.

583. Sixteenth-Century Counterpoint. (3)

Prerequisite(s): Music 483 or equivalent.

Strict modal counterpoint in sixteenth-century style (Palestrina); includes species, text setting, and motet.

587R. Composition. (3)

Prerequisite(s):

591. Advanced Topics in Keyboard Harmony. (2)

Prerequisite(s): Instructor's consent.

Topics vary.

595. Score Analysis. (2)

Prerequisite(s):

Analysis of representative choral and instrumental works from the Renaissance through contemporary styles.

596. Schenker Analysis. (3)

Prerequisite(s): Music 306, 395; or equivalents.

Schenker's system of tonal analysis.

599R. Academic Internship. (1-6)

Prerequisite(s): Instructor's consent.

Internship in creative, performing, producing, or teaching applications of major course work.

600R. Topics in Music. (1-3)

Prerequisite(s): Music 305, 306; or equivalents.

601. Music in the Middle Ages. (3)

Prerequisite(s): Music 305, 306; or equivalents.

602. Music in the Renaissance. (3)

Prerequisite(s): Music 305, 306; or equivalents.

603. Music in the Baroque Era. (3)

Prerequisite(s): Music 305, 306; or equivalents.

604. Music in the Classic Period. (3)

Prerequisite(s): Music 305, 306; or equivalents.

605. Music in the Romantic Period. (3)

Prerequisite(s): Music 305, 306; or equivalents.

606. Music of the Contemporary Period. (3)

Prerequisite(s): Music 305, 306; or equivalents.

614R. Concert Choir. (1)

Prerequisite(s):

615R. University Singers. (1)

Prerequisite(s):

616R. Opera Workshop. (1)

Prerequisite(s): Audition; instructor's consent.

Training and experience in operatic choral music and stage movement.

617R. Opera Ensemble. (1-3)

Prerequisite(s): Audition; instructor's consent.

Training and experience in operatic excerpts, chamber opera, and full productions for operatic soloists.

626R. Wind Symphony. (1)

Prerequisite(s):

634R. Synthesis. (1)

Prerequisite(s):

638R. Philharmonic Orchestra. (1)

Prerequisite(s):

639R. Chamber Orchestra. (1)

Prerequisite(s):

641R. Brass Chamber Music. (1)

Prerequisite(s):

642R. Early Music Ensemble. (1)

Prerequisite(s):

643R. Guitar Ensemble. (1)

Prerequisite(s):

644R. Keyboard Ensemble. (1)

Prerequisite(s):

645R. Percussion Ensemble. (1)

Prerequisite(s):

646R. String Chamber Music. (1)

Prerequisite(s):

648R. Woodwind Chamber Music. (1)

Prerequisite(s):

649. Solo Recital. (2)

Prerequisite(s): Concurrent enrollment in Music 660R.

660R. Graduate Instrument Instruction. (1-2)

Prerequisite(s): Completion of undergraduate performance proficiency requirements and audition; primary instrument only.

For performance specialization. Fee.

665. Pedagogy. (2)

Prerequisite(s): Completion of appropriate undergraduate pedagogy courses or equivalent.

Advanced pedagogical studies.

670. Supervised Teaching. (2)

Prerequisite(s): Graduate music major status.

Supervised private and group instruction.

672. Psychology of Music. (2)

Prerequisite(s):

Psychoacoustical properties of musical phenomena and the neurological aspects of music perception and performance.

MUSIC, SCHOOL OF

673. Historical and Social Foundations of Music Education. (2)

Prerequisite(s):

Leaders, events, and trends in history of music education, emphasizing sociological implications.

674. Philosophical and Aesthetic Foundations of Music Education. (2)

Prerequisite(s):

Questions related to teaching music in the public schools.

675. Theories of Music Learning and Motivation. (2)

Prerequisite(s):

Applications of psychology to teaching and learning music. Research paper required.

676. Teaching Secondary General Music. (2)

Prerequisite(s):

Theories, methods, and practical applications for providing rich musical experiences for secondary students in non-performance music courses; including musical mapping and effective teaching techniques.

683. Twentieth-Century Counterpoint. (3)

Prerequisite(s): Music 583.

Counterpoint from the works of Schoenberg, Stravinsky, Crumb, Lutoslawski, and others.

687R. Composition for Master's Degree (1-6)

Prerequisite(s): Graduate music faculty's consent, based on evidence of ability in composition manifested in preliminary work.

694R. Independent Readings. (1-3)

Prerequisite(s): Graduate coordinator's consent.

697A. Researching the Recital. (2)

Prerequisite(s):

Preparation of a paper related to music of graduate recital. Alternate topic possible with graduate committee's consent. Supervised by the student's committee chair or other appropriate faculty member.

697B. Recital. (2)

Prerequisite(s):

698A. Introduction to Professional Improvement Project. (2)

Prerequisite(s):

Identifying and delineating a project. Study list constructed and advisor assigned.

698B. Master's Project - Professional Improvement Project. (2)

Prerequisite(s):

Presentation of project and written report.

699R. Master's Thesis. (1-9)

Prerequisite(s): Department graduate faculty's consent.

FACULTY

Anderson, Richard P., *Associate Professor*, DMA, University of Colorado, 1986. Piano Pedagogy

Asplund, Christian T., *Associate Professor*, DMA, University of Washington, 1998. Theory and Composition

Belknap, Monte, *Associate Professor*, MM, University of Cincinnati, 1994. Violin Performance

Bevan, Julie B., *Associate Professor*, MM, University of Southern California, 1975. Cello Performance

Bigelow, A. Claudine, *Associate Professor*, DMA, University of Maryland, 2002. String Performance and Pedagogy

Broomhead, Paul, *Associate Professor*, PHD, University of Washington, 1999. Music Education

Brough, Ronald P., *Professor*, DA, University of Northern Colorado, 1997. Percussion Performance and Pedagogy

Brown, David C., *Associate Professor*, MM, University of Toledo, 1997. Trumpet Performance and Pedagogy

Bush, Douglas E., *Professor*, PhD, University of Texas, 1982. Musicology: Organ

Call, R. Steven, *Professor*, PhD, University of Utah, 2000. Tuba/Euphonium Performance and Pedagogy

Clayton, April, *Associate Professor*, DMA, The Julliard School of Music, 2001. Flute Performance

Cook, R. Donald, *Associate Professor*, DMA, University of Kansas, 1987. Organ Performance and Pedagogy

Dabczynski, Andrew, *Professor*, PhD, University of Michigan, 1994. Music Education: Strings

Dunn, Robert E., *Professor*, PhD, Northwestern University, 1994. Music Education

Durham, Thomas L., *Professor*, PhD, University of Iowa, 1978. Theory and Composition

Giovannetti, GERALYN, *Professor*, DMA, University of Michigan, 1990. Oboe and Woodwind Performance and Pedagogy

Grimshaw, Jeremy, *Assistant Professor*, PhD, Eastman School of Music, 2005. Musicology

Hall, Rosalind, *Associate Professor*, MM, Brigham Young University, 1992. Choral Conducting

Hansen, H. Eric, *Associate Professor*, MM, Peabody Conservatory of Johns Hopkins University, 1989. Performance

Harker, Brian C., *Professor*, PhD, Columbia University, 1997. Musicology

Hicks, Michael D., *Professor*, DMA, University of Illinois, 1984. Theory and Composition

Hinckley, Jaren S., *Associate Professor*, DM, Florida State University, 2002. Clarinet Performance

Holden, Scott L., *Associate Professor*, DMA, Manhattan School of Music, 2002. Piano Performance and Pedagogy

Hopkin, J. Arden, *Professor*, DMA, University of Rochester, 1978. Voice Performance and Pedagogy

Howard, Luke, *Associate Professor*, PhD, University of Michigan, 1997. Musicology

Jaccard, Jerry L., *Associate Professor*, EdD, University of Massachusetts, 1995. Music Education

Johnson, Steven P., *Professor*, PhD, University of California, Los Angeles, 1989. Musicology

Jones, Stephen M., *Professor*, DMA, University of Cincinnati, 1989. Theory and Composition

Katseanes, Kory, *Professor*, MM, University of Utah, 1979. Orchestral Conducting

Kenney, Susan Hobson, *Professor*, MA, Brigham Young University, 1978. Elementary Music Education

Kimball, Wilford W., *Associate Professor*, DMA, Arizona State University, 2001. Trombone and Brass Performance and Pedagogy

Lindeman, Stephan D., *Professor*, PhD, Rutgers University, 1995. Music Theory

Lowe, Laurence M., *Professor*, MM, University of Rochester, 1981. Horn and Brass Performance and Pedagogy

Peery-Fox, Irene W., *Professor*, DMA, Peabody Conservatory of Johns Hopkins University, 1987. Piano Performance and Pedagogy

Peterson, Donald L., *Associate Professor*, DMA, Arizona State University, 1986. Instrumental Conducting

Reich, Diane T., *Assistant Professor*, DM, Indiana University, 2003. Vocal Performance and Pedagogy

Ricks, Steven L., *Associate Professor*, PhD, University of Utah, 2001. Theory and Composition

Saville, Kirt R., *Professor*, EdD, Utah State University, 1991. Music Education

Shumway, Jeffrey L., *Professor*, DM, Indiana University, 1982. Piano Performance and Pedagogy

Smith, Christian B., *Associate Professor*, DMA, University of Michigan, 2006. Bassoon Performance Instruction

Smith, Raymond, *Professor*, DM, Indiana University, 1982. Saxophone and Woodwind Performance and Pedagogy

Staheli, Ronald J., *Professor*, DMA, University of Southern California, 1977. Choral Conducting

Thornock, Neil S., *Assistant Professor*, DM, Indiana University, 2006. Theory and Composition

Vincent, Lawrence P., *Professor*, DMA, University of Michigan, 1981. Vocal Performance and Pedagogy

NEUROSCIENCE CENTER

Director: Brown, Michael D.

S192 ESC
Provo, UT 84602-5532
(801) 422-1218

ABOUT THE PROGRAMS

For degree programs related to neuroscience, see the Department of Physiology and Developmental Biology.

The Neuroscience Center represents multiple academic colleges and departments (Physiology and Developmental Biology, Psychology, Chemistry and Biochemistry, Communication Disorders, and Mechanical Engineering). Neuroscience is defined as the study of the development and function of the central nervous system and its connection to influencing/regulating behavior. The study of neuroscience at the graduate level requires the tools provided by training in calculus, general biology, genetics, physiology, molecular biology, chemistry, physics, psychology, research design, and analysis of molecular mechanisms to biochemical pathways that influence behavior.

COURSE DESCRIPTIONS

NEURO

601. Graduate Neuroscience. (3)

Student presentation of current primary literature.

649R. Laboratory Research. (1-6)

Laboratory research for neuroscience graduate students.

689R. Practicum in Neuroscience Teaching or Research. (0.5-3)

Curricula, principles, concepts, and experiences in effective neuroscience teaching or methods of effective research and grantsmanship in neuroscience.

694R. Research Presentation. (0.5-1)

Oral presentation of graduate research projects (introduction, methods, hypothesis, results, and conclusion).

NEUROSCIENCE CENTER

696R. Neuroscience Graduate Seminar. (0.5-1)

Seminar series organized by the Neuroscience Center and the Department of Physiology and Developmental Biology. Speakers are enlisted from both inside and outside the university.

699R. Master's Thesis. (1-6)

799R. Doctoral Dissertation. (1-18)

FACULTY

Bates, Emily A., *Assistant Professor*, PhD, Harvard Medical School, 2005, Biochemistry

Bigler, Erin D., *Professor*, PhD, Brigham Young University, 1974, Neuropsychology: Neuroanatomy: Neuroimaging

Brown, Michael D., *Assistant Teaching Professor*, PhD, Colorado State University, 1999, Regulation of Axon and Dendrite Extension: Pathfinding During Nervous System Development

Busath, David D., *Professor*, MD, University of Utah, 1978, Electrophysiology: Molecular Modeling: Molecular Biophysics

Charles, Steven K., *Assistant Professor*, PhD, Harvard-MIT Division of Health Sciences and Technology, 2008, Control of Movement: Movement Disorders

Edwards, Jeffrey E., *Assistant Professor*, PhD, University of Utah, 2003, Learning and Memory: Synaptic Plasticity

Flom, Ross A., *Assistant Professor*, PhD, University of Minnesota, 1999, Attention and Cognition in Infants

Gale, Shawn D., *Associate Professor*, PhD, Brigham Young University, 1994

Hedges, Dawson W., *Professor*, MD, University of Utah, 1988, Psychiatry: Neuroscience: Neuroimaging and Neuroendocrinology

Higley, Dee, *Professor*, PhD, University of Wisconsin, Madison, 1985, Child Development: Primate Behavior

Hopkins, Ramona O., *Professor*, PhD, University of Utah, 1996, Cognitive Neuroscience and Neurobiological Approaches to Cognition: Brain Imaging: Brain Behavior Relationships: Emotion: Health-Related Quality of Life: Cognitive Development: Family Stress Due to Illness

Judd, Alan M., *Professor*, PhD, West Virginia University, 1982, Physiology: Neuroendocrinology

Kauwe, John S. K., *Assistant Professor*, PhD, Washington University in St. Louis, 2007, Genetic Architecture of Complex Human Diseases

Kirwan, Brock., *Assistant Professor*, PhD, John Hopkins University, 2006, Cognitive Neuroscience of Memory

Larson, Michael J., *Assistant Professor*, PhD, University of Florida, 2008, Mechanisms of Cognitive Dysfunction Following Traumatic Brain Injury

Lephart, Edwin D., *Professor*, PhD, University of Texas Southwestern Medical Center, 1989, Neuroendocrinology

McPherson, David, *Professor*, PhD, University of Washington, 1972, Audiology: Hearing Science: Electrophysiology

Porter, Chris L., *Associate Professor*, PhD, Purdue University West-Lafayette, 1996, Infancy: Toddlerhood

Porter, James P., *Professor*, PhD, University of California, San Francisco, 1982, Neuroendocrinology: Hypertension

South, Mickle D., *Assistant Professor*, PhD, University of Utah, 2005, Child Clinical Psychology

Stark, Michael R., *Associate Professor*, PhD, University of California, Irvine, 1998, Developmental Biology

Steffensen, Scott C., *Associate Professor*, PhD, University of Utah, 1987, Neuropharmacology: Neuroscience Center

Sudweeks, Sterling N., *Associate Professor*, PhD, University of Utah, 1997, Pharmacology of the Nervous System: Ion Channels

Woodbury, Dixon J., *Professor*, PhD, University of California, Irvine, 1986, Molecular Mechanisms of Exocytosis: Neuroscience of Transmitter Release

NURSING, COLLEGE OF

Dean: Cole, Beth Vaughan
Graduate Coordinator: Williams, Mary

500 SWKT
 Provo, UT 84602-5532
 (801) 422-5626
 Web site: <http://nursing.byu.edu>

THE PROGRAMS OF STUDY

The graduate program, administered by the College of Nursing, prepares advanced practice nurses to: (1) critically evaluate, synthesize, and integrate theory and research from nursing and related fields in practice; (2) demonstrate leadership and competence in advanced practice roles; (3) participate as informed advanced practice nurses regarding health care policy and resource accountability, in the context of social, political, ethical, and legal considerations of health care; (4) provide competent evidence-based, advanced-practice nursing care to diverse individuals, families, and groups and manage health and illness across the continuum of care and across the lifespan; and (5) provide care in a compassionate manner that respects, protects, and enhances spiritual integrity, human dignity, and cultural diversity, and demonstrates the Healer's art.

The College of Nursing is a member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing, the American Association of Colleges of Nursing, and the Western Council on Higher Education in Nursing. The program is accredited by the Commission on Collegiate Nursing Education (CCNE) and is also approved by the Utah State Board of Nursing.

The College of Nursing offers one degree in nursing the master of science in which two specialty areas are available: Family Nurse Practitioner and Adult Medical-Surgical Clinical Nurse Specialist.

Note: The college is currently not accepting students into the Adult Medical-Surgical Clinical Nurse Specialist Program. Contact the College

of Nursing for further information regarding the program.

Approximately thirty students are enrolled in the College of Nursing's graduate program. The programs can be completed in approximately two to three years, although five years are allowed.

Nursing—MS

The master of science degree program emphasizes clinical expertise and includes nursing theories and concepts as well as extensive clinical experience. Practice based on the best evidence is an important component of the program, and students are required to write a thesis, develop an innovative clinical project, or complete a scholarly evidence-based paper of a relevant clinical problem.

Requirements for Degree.

- Credit hours:
- *Adult Medical-Surgical Clinical Nurse Specialist Specialization* (50): minimum 44 course work hours plus 6 thesis or project hours (Nurs 698R or 699R).
- *Family Nurse Practitioner Specialization* (57): minimum 51 course work hours plus 6 thesis (Nurs 699R) or project (Nurs 698R) hours; or a scholarly evidence-based paper (Nurs 623, 631).
- Required courses:
- *Adult Medical-Surgical Clinical Nurse Specialist Specialization:* Nurs 555, 600, 601, 619, 621, 627, 629, 651, 653, 655, 657, 659R; 698R or 699R.
- *Family Nurse Practitioner Specialization:* Nurs 555, 600, 601, 606, 608, 619, 621, 622, 624, 625, 626, 627, 628, 629, 630, 632, 635R; 698R or 699R or 623, 631.
- Electives: determined in consultation with graduate committee.
- Thesis/Project or a scholarly evidence-based paper.
- Examination: oral defense of thesis or project.

FINANCIAL ASSISTANCE

The College of Nursing actively seeks financial resources to assist students. Governmental funds are available, and RNs can usually find local part-time work. The university also has limited funds available. Students who need financial aid should contact the College of Nursing graduate coordinator. Also you can contact the University Financial Aids Office for financing options. College of Nursing research and teaching assistantships are also available.

Assistantships. Students must be registered and able to meet the skill and credit-hour requirements for the available teaching and research assistantships. For more information, students should meet with the college graduate coordinator.

Scholarships. Scholarships, awarded on the basis of GPA and need, are available to degree-seeking master's students. Recipients must take at least 2 credit hours per semester to maintain the scholarship. They must also maintain at least a 3.0 GPA. See the college graduate coordinator or the graduate secretary for more information.

RESOURCES AND OPPORTUNITIES

Research Center. The college research center, available to faculty and graduate students, is equipped with computer stations and software supporting statistical quantitative data analyses and qualitative data management. The center has graphics capability and assists in the preparation of research reports, articles, and presentations.

Facilities. A graduate study room is available on the fourth floor of the Spencer W. Kimball Tower. The study room is equipped with computers and a printer. Four fully equipped physical assessment stations are found in the Nursing Learning Center. Clinical agencies in

urban and rural Utah are settings for advanced practice nursing. Many of these institutions maintain continual clinical research programs and innovative management strategies appropriate for graduate students. Nurse practitioner clinics and rural practitioner sites also offer a challenging experience in becoming an independent practitioner.

COURSE DESCRIPTIONS

NURS

555. Pharmacology in Advanced Practice. (3)

Prerequisite(s): Nurs 600, 627; concurrent enrollment in Nurs 555, 619, 621.

Principles of pharmacology and drug therapy for advanced practice nurses.

590R. Independent Study. (0.5-4)

Prerequisite(s): Instructor's consent. Individualized study.

600. Nursing Science 1: Evidence Based Practice. (2)

Prerequisite(s): Concurrent enrollment in Nurs 627.

Developing skills and knowledge in selecting and synthesizing the best research evidence to provide quality health care.

601. Nursing Science 2: Evidence Based Practice. (2)

Prerequisite(s): Nurs 600, 627; concurrent enrollment in Nurs 555, 619, 621.

Developing skills and knowledge in systematically appraising and disseminating the best research evidence to provide quality health care.

606. Advanced-Practice Nursing Theories, Roles, Issues, and Ethics. (3)

Prerequisite(s): Nurs 555, 600, 601, 619, 621, 622, 623, 624, 625.

Professional theories, roles, issues, and ethics for advanced-practice nurses.

608. Health Care Policy and Finance. (2)

Prerequisite(s):

Knowledge and skills influencing health care policy; utilizing fiscal accountability to provide quality cost-effective care.

619. Advanced Pathophysiology and Genetics/Genomics. (2)

Prerequisite(s): Nurs 600, 627; concurrent enrollment in Nurs 555, 601, 621.

The effects of genetics/genomics, cellular physiology, inflammatory and immune response on disease states.

621. Advanced Health Assessment. (3)

Prerequisite(s): Nurs 600, 627; concurrent enrollment in Nurs 555, 601, 619.

Development of physical assessment techniques.

622. Management of Adult Common Disorders. (5)

Prerequisite(s): Nurs 555, 600, 601, 619, 621; concurrent enrollment in Nurs 623, 624, 625.

Health promotion and disease prevention; diagnosing and managing common psychosocial and physiological alterations in adult patients.

623. Evidence-Based Writing 1: Selecting and Synthesizing. (1)

Prerequisite(s): Nurs 555, 600, 601, 619, 621; concurrent enrollment in Nurs 622, 624, 625.

Mentored experience in selecting and synthesizing evidence.

624. Clinical Practicum 1. (2)

Prerequisite(s): Nurs 555, 600, 601, 619, 621; concurrent enrollment in Nurs 622, 623, 625.

Clinical experience in health promotion and disease prevention; diagnosing and managing adults with common psychosocial and physiological alterations and pediatric and adolescent patients.

625. Management of Pediatric and Adolescent Disorders. (3)

Prerequisite(s): Nurs 555, 600, 601, 619, 621; concurrent enrollment in Nurs 622, 623, 624.

Health promotion and disease prevention; diagnosing and managing psychosocial and physiological alterations in pediatric and adolescent patients.

626. Clinical Practicum 2. (2)

Prerequisite(s): Nurs 555, 600, 601, 619, 621, 622, 623, 624, 625; concurrent enrollment in Nurs 629, 630, 631.

Clinical experience in health promotion and disease prevention; diagnosing and managing adults with chronic psychosocial and physiological alterations and geriatric patients.

627. Management of Family Health. (2)

Prerequisite(s): Concurrent enrollment in Nurs 600.

Theoretical foundations and strategies to manage family health.

628. Clinical Practicum 3. (2)

Prerequisite(s): Nurs 555, 600, 601, 606, 619, 621, 622, 623, 624, 625, 626, 629, 630; concurrent enrollment in Nurs 608, 632.

Clinical experience in health promotion and disease prevention; diagnosing and managing patients with acute psychosocial and physiological alterations.

629. Advanced Pathophysiology and Diagnostic Reasoning. (2)

Prerequisite(s): Nurs 555, 600, 601, 606, 619, 621, 622, 623, 624, 625; concurrent enrollment in Nurs 626, 630, 631.

Pathology underlying complex disease states; physiologic basis for therapy and management.

630. Management of Adult Chronic and Geriatric Disorders. (5)

Prerequisite(s): Nurs 555, 600, 601, 606, 619, 621, 622, 623, 624, 625; concurrent enrollment in Nurs 626, 629, 631.

Health promotion and disease prevention; diagnosing and managing chronic psychosocial and physiological alterations in adult and geriatric patients.

631. Evidence-Based Writing 2: Critically Appraising and Disseminating Evidence-Based Findings. (2)

Prerequisite(s): Nurs 555, 600, 601, 606, 619, 621, 622, 623, 624, 625; concurrent enrollment in Nurs 626, 629, 630.

Mentored experience in critically appraising and disseminating evidence-based findings.

632. Management of Acute Disorders. (4)

Prerequisite(s): Nurs 555, 600, 601, 606, 619, 621, 622, 623, 624, 625, 626, 629, 630; concurrent enrollment in Nurs 608, 628.

Health promotion and disease prevention; diagnosing and managing acute psychosocial and physiological alterations across the life span.

635R. Family Nurse Practitioner Internship. (1-8)

Prerequisite(s): Nurs 555, 600, 601, 606, 608, 619, 621, 622, 623, 624, 625, 626, 628, 629, 630, 632.

Internship as a family nurse practitioner.

651. Introduction to Clinical Nurse Specialist Practice. (5)

Prerequisite(s): Nurs 600, 601, 605, 619, 621.

Introduction to role of advanced-practice nurse and models of advanced-practice nursing.

653. Symptom Assessment and Management. (5)

Prerequisite(s): Nurs 651.

Assessing patient problems, implementing nursing interventions, and evaluating outcomes.

655. Program Development and Evaluation. (5)

Prerequisite(s): Nurs 653.

Skills and tools needed to perform a needs assessment, develop programs, and evaluate their overall effectiveness of local, national, and international levels.

657. Outcomes Management/ Clinical Reasoning. (6)

Prerequisite(s): Nurs 655.

Utilizing clinical reasoning and critical appraisal of the literature to establish outcomes and to evaluate clinical practice, clinical programs, and technology.

659R. Clinical Nurse Specialist Residency. (0.5-4)

Prerequisite(s): Nurs 657.

Intensive clinical experience as a clinical nurse specialist.

698R. Project. (0.5-6)

Prerequisite(s): Committee's consent. Master's project.

699R. Master's Thesis. (0.5-6)

Prerequisite(s): Committee's consent.

FACULTY

Beckstrand, Renea, *Associate Professor*, PhD, University of Utah, 2001. Comprehensive Care of the Adult Client with Acute Health Problems

Birkhead, Ana C., *Assistant Professor*, PhD, University of California, San Francisco, 2007. Hispanic Women's Health

Cole, Beth Vaughan, *Professor*, PhD, Brigham Young University, 1978. Adjustment in Bereavement

Freeborn, Donna, *Assistant Professor*, PhD, Oregon Health and Science University, 2008. Women with Disabilities

Heise, Barbara, *Assistant Professor*, PhD, University of Virginia, 2006. Adult and Gerontological Mental Health: Alcohol and Drug Abuse

Lassetter, Jane, *Associate Professor*, PhD, Oregon Health and Science University, 2008. Culture and Health

Luthy, Beth, *Assistant Professor*, DNP, Rush University, 2008. Childhood Immunizations

Mandleco, Barbara L., *Professor*, PhD, Brigham Young University, 1991. Growth and Development: Resilience in Children

Maughan, Erin, *Assistant Professor*, PhD, University of Utah, 2006. School Health

Ravert, Patty, *Associate Professor*, PhD, University of Utah, 2004. Educational Interventions: Use of Human Simulations

Rogers, Sandra, *Associate Professor*, DNSc, University of California, San Francisco, 1989. Primary Health Care: International Health

Williams, Mary, *Associate Professor*, PhD, University of Arizona, 1991. Transplant Anxiety: Management: Qualitative Methodology

NUTRITION, DIETETICS, AND FOOD SCIENCE

Chair: Dunn, Michael L.

Graduate Coordinator: Fullmer, Susan

S-227 ESC

Provo, UT 84602-4062

(801) 422-3349

Fax: (801) 422-0258

Web site: <http://ndfs.byu.edu/>

THE PROGRAMS OF STUDY

Food Science is the multidisciplinary study of food, utilizing biology, chemistry, nutrition, engineering, and other sciences. Nutritional Science examines the effects of food consumption on the metabolism, health, and disease resistance of the host. Programs in both disciplines offer rigorous classroom instruction combined with challenging, original research. Small faculty-to-student ratios permit intense, meaningful mentoring by faculty advisors.

The Department of Nutrition, Dietetics, and Food Science offers two graduate degrees: Food Science—MS and Nutritional Science—MS. Usual completion time is two years.

Food Science—MS

The MS program in food science prepares students to work at an advanced level in the food industry or to pursue a doctoral degree through in-depth study of the chemistry of food component functionality, the microbiology of product manufacture and preservation, and the physical principles involved in processes. Students become proficient at designing and conducting research and development projects and communicating the results in a manner consistent with the best professionalism in the discipline.

Requirements for Degree.

- Credit hours (30): minimum 24 course work hours plus 6 thesis hours (NDFS 699R).
- Required courses: NDFS 435, 652,

654, 656, 691R, 699R; Stat 511.

- Minor (optional): selected with approval of faculty advisor.
- Examinations: (1) oral examination on course work; and (2) defense of thesis.
- Thesis: standard university format or journal publication format.

Nutritional Science—MS

The MS program in nutritional science is designed to prepare graduate for doctoral programs and professional school (medicine, podiatry, physician's assistant, dental). Graduates are also employed in government, industry, community, and not for profit organizations. Graduates who are registered dietitians are prepared to work in hospitals, dietetics management, or community nutrition.

Research opportunities include focus on vitamin or mineral metabolism, muscle energy metabolism, bone metabolism, energy metabolism, nutrition education, management in dietetics, and international or community nutrition.

Requirements for Degree.

- Credit hours (30): minimum 24 course work hours plus 6 thesis hours (NDFS 699R).
- Required courses: NDFS 601, 602, 691R, 699R; Stat 511; Chem 481.
- Minor (optional): selected with approval of faculty advisor.
- Examinations: (1) oral examination on course work; and (2) defense of thesis.
- Thesis: standard university format or journal publication format.

FINANCIAL ASSISTANCE

Graduate students may be supported as department teaching assistants or research assistants. Second-year graduate students have priority for research assistantships. Students may also be supported by external

research funds (grants, contracts) awarded to their advisors. Graduate students are encouraged to apply for scholarships, grants, fellowships, assistantships, and other awards made by the department, college, and university and by external funding agencies.

RESOURCES AND OPPORTUNITIES

Nutritional sciences research laboratories in the Eyring Science Center at BYU total over 4,200 square feet. Facilities for housing and maintaining small animals are included. Studies in cell culture, in animal models, and in humans are conducted using state-of-the-art instrumentation to examine molecular roles of nutrients, study nutritional physiology, and perform nutritional assessment. Conference rooms, reading rooms, project rooms, and computer rooms are used for the conduct of non-laboratory research in eating behaviors, nutrition education, dietetics management, and dietetics education.

Food science research laboratories total over 10,000 square feet. Additional laboratories are used for teaching purposes. Facilities include a pilot plant, a sensory laboratory, a laboratory for quality assurance testing and new food product development, and a food microbiology laboratory.

Pilot Plant. Researchers in the Pilot Plant conduct research dealing with food products, using pilot-scale equipment.

Sensory Laboratory. The sensory laboratory is a modern taste panel facility used to train students in sensory testing. Panelists register impressions of samples on computerized questionnaires in an isolated booth equipped with aroma and lighting control. Computerized analysis rapidly transforms data into easily interpreted results.

Quality Assurance Laboratory. The quality assurance laboratory performs quality assurance tests for The Church of Jesus Christ of Latter-day

Saints Welfare Services. This research grant provides on-the-job-training, practical experience, and the opportunity to receive compensation for the time spent in learning.

Dietetic Internship. Brigham Young University's Dietetic Internship is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, (312) 899-0040 ext 5400. The ten-month dietetic internship (DI) meets the competency statements established by the American Dietetic Association for entry-level dietitians. <http://www.eatright.org/ACEND>

See the department Web site for graduate faculty research interests and ongoing research projects.

COURSE DESCRIPTIONS

NDFS

520R. Supervised Practice Experience. (1-4)

Prerequisite(s): Acceptance into dietetic internship.

Supervised practice experience in clinical, management, and community dietetics settings.

521. Clinical Practice in Dietetics. (2)

Prerequisite(s): Acceptance into dietetic internship.

Supervised practice in clinical dietetics.

522. Food Systems Management Practice in Dietetics. (2)

Prerequisite(s): Acceptance into dietetic internship.

Supervised practice in foodservice systems management.

601. Advanced Human Nutrition 1. (3)

Prerequisite(s): NDFS 435 or instructor's consent.

Nutritional status and scientific basis for dietary recommendations for carbohydrates, lipids, protein, and energy.

602. Advanced Human Nutrition 2. (3)

Prerequisite(s): NDFS 435 or instructor's consent.

Nutritional status and scientific basis for dietary recommendations for vitamins, minerals, and water.

631R. Selected Topics in Food Science and Nutrition. (1-2)

Prerequisite(s): NDFS 601, 602; or instructor's consent.

632. Diet and Cancer. (2)

Prerequisite(s): NDFS 601, 602.

Critical examination of scientific evidence regarding the role of dietary macronutrients, vitamins, minerals, and phytochemicals in the initiation, promotion, and progression of cancer.

633. Maternal/Child Nutrition and Health. (2)

Prerequisite(s): NDFS 601, 602.

Critical examination of nutrient requirements during pregnancy, lactation, infancy, and childhood; role of nutrition in complications of pregnancy, pregnancy outcome, and infant and child growth and development.

634. Nutrition Education. (2)

Prerequisite(s): NDFS 601, 602.

Theories that guide nutrition education; nutrition education programs for various target populations; designing and implementing a nutrition education intervention.

635. Advanced Topics in Human Obesity. (2)

Prerequisite(s): NDFS 435 or equivalent.

Neuro-endocrine, genetic, physiologic, and psychological determinants of human obesity; evaluation of current treatments and preventative measures with diet, activity, and behavior modification.

637. Advanced Management in Dietetics. (2)

Prerequisite(s): NDFS 374, 375, 445, 458; or equivalents.

Theory and application of management principles in dietetics.

638. Advanced Clinical Nutrition. (2)

Prerequisite(s): NDFS 300, 356, 466; or equivalents.

Theory, techniques, and practices in medical nutrition therapy.

652. Carbohydrates and Their Reactions in Foods. (3)

Prerequisite(s): NDFS 450 or equivalent.

Sugars, higher saccharides, starches, pectins, gums, hemicelluloses, celluloses, and their derivatives and their functions and reactions in foods.

654. Proteins and their Reactions in Foods. (3)

Prerequisite(s): NDFS 450 or equivalent.

Plant and animal proteins and their functions and changes during food processing; food enzyme properties.

656. Food Lipids and Their Reactions in Foods. (3)

Prerequisite(s): NDFS 450 or equivalent.

Lipids and their reactions in foods with other components of the food system and/or the surrounding environment; lipid-processing techniques.

691R. Graduate Seminar. (1-2)

Prerequisite(s):

697R. Research. (1-3)

Prerequisite(s):

699R. Master's Thesis. (1-9)

Prerequisite(s):

FACULTY

Brown, Lora Beth, *Associate Professor*, EdD, Brigham Young University, 1982. Nutrition Education: International Nutrition

Brown, Rodney J., *Professor*, PhD, North Carolina State University, 1978. Food Science

Christensen, Merrill J., *Professor*, PhD, Massachusetts Institute of Technology, 1982. Molecular Mechanisms of Cancer Risk Reduction by Diet

PHILOSOPHY

Dunn, Michael L., *Associate Professor*, PhD, Cornell University, 1996. Product Development: Food Preservation and Storage: Food Industry Management

Fullmer, Susan, *Associate Teaching Professor*, PhD, Brigham Young University, 2004. Role of Diet and Exercise on Bone and Energy Metabolism.

Hancock, Chad, *Assistant Professor*, PhD, University of Missouri, Columbia, 2005. Skeletal Muscle Energy Metabolism

Jefferies, Laura K., *Assistant Professor*, PhD, Utah State University, 2011. N

Johnston, N. Paul, *Professor*, PhD, Oregon State University, 1971. International Nutrition: Small Animal Nutrition

Nyland, Nora K., *Associate Professor*, PhD, Kansas State University, 1989. Dietetics Education: Management in Dietetics

Parker, Tory, *Assistant Professor*, PhD, University of Illinois at Urbana-Champaign, 2008. Bioactive Components of Fruit: Health Benefits of Fruit Components

Pike, Oscar, *Professor*, PhD, Purdue University, 1986. Food Preservation and Storage: Food Analysis

Richards, Rickelle, *Assistant Professor*, PhD, University of Minnesota, St. Paul, 2007. Community Nutrition: Childhood Obesity

Steele, Frost M., *Associate Professor*, PhD, Purdue University, 1990. Food Microbiology: Food Safety: Food Preservation and Storage

Williams, D. Pauline, *Assistant Teaching Professor*, PhD, Utah State University, 2011. Nutrition Education: Childhood Obesity

PHILOSOPHY

Chair: Graham, Daniel W.
4086 JFSB
Provo, UT 84602-6714
(801) 422-2721

THE PROGRAMS OF STUDY

The study of philosophy cultivates critical and analytical thinking and is, therefore, an excellent complement to any graduate program. Specific requirements of the minor can be adapted to the needs and interest of the student.

The Department of Philosophy offers a graduate minor but no graduate major.

Philosophy—Minor
Philosophy students are taught to study significant texts and analyze issues in diverse disciplines. In doing so, they gain basic habits of mind needed for mature and responsible judgment.

Requirements for the Minor.

- Master's level: an approved 9 hours.
- Doctoral level: an approved 15 hours.

Students should direct inquiries about courses and graduate committee members to the department chair.

Philosophy—Minor

Philosophy students are taught to study significant texts and analyze issues in diverse disciplines. In doing so, they gain basic habits of mind needed for mature and responsible judgment.

Requirements for the Minor.

- Master's level: an approved 9 hours.
- Doctoral level: an approved 15 hours.

Students should direct inquiries

about courses and graduate committee members to the department chair.

COURSE DESCRIPTIONS

PHIL

501R. Graduate Seminar. (0.5-5)

Prerequisite(s): Instructor's consent.

Selected topic, figure, or movement in philosophy, as announced in current class schedule.

FACULTY

Graham, Daniel W., *Professor*, PhD, University of Texas, Austin, 1980.

PHYSICS AND ASTRONOMY

Chair: Spencer, Ross L.

Graduate Coordinator: Moody, J. Ward

N-273

Provo, UT 84602-4604

(801) 422-5387

E-mail: graduatesecretary@physics.byu.edu

Web site: <http://physics.byu.edu>

THE PROGRAMS OF STUDY

The Department of Physics and Astronomy offers graduate training in a variety of subjects including acoustics, astronomy, atomic and molecular physics, condensed matter, optics, plasma, and theory. The department provides abundant opportunities and support for its students and expects them to experience the excitement of discovering new knowledge as they contribute to the on-going development of these age-old disciplines.

Three degrees are offered through the Department of Physics and Astronomy: Physics—MS, Physics—PhD, and Physics and Astronomy—PhD.

The average number of MS and PhD students in the department is twenty-two and fourteen, respectively. The expected time to complete a degree is two to three years for the MS and five to six years for the PhD.

Physics—MS

The master of science degree prepares recipients for work and research in industry, government, or teaching. It is commonly earned by those who intend to continue on for the PhD.

Requirements for Degree.

- Credit hours (30): Students must pass a minimum of 24 hours in approved course work with a C-grade or better in each class and complete 6 hours of thesis research in Phsc 699R. The final GPA must be 3.0 or above.
- Required courses: Students are

required to enroll in Phscs 691R each semester of residence and in Phscs 696R the first two semesters of residence.

- Study list: By the beginning of the second semester of study a student must be accepted as a research student by a member of the department graduate faculty and with their guidance submit a study list which is the list of courses they will take to complete the 30 hour requirement. This list must be approved by the graduate coordinator.
- Undergraduate credit: Up to 6 hours of coursework may be from undergraduate courses (300 level or higher) upon approval of the graduate coordinator.
- Prospectus: In the first year of residency a prospectus detailing the proposed thesis research must be submitted and defended before the student's advisory committee.
- Thesis: A thesis must be completed, successfully defended in an oral examination before the student's advisory committee.

Students completing this master's degree with a grade of B- or better in 5 non-repeatable courses who pass the qualifying exam and defend their MS thesis at the level of a PhD candidacy exam may smoothly transition into the Physics or Physics and Astronomy PhD program.

Physics—PhD

The physics PhD program prepares students for professional careers in physics. These careers include faculty positions at universities and colleges and work in research laboratories and industry.

Requirements for Degree.

- Credit hours (54): Students must pass a minimum 36 hours in approved course work with a B- grade or better in each class and complete 18 hours of dissertation research in Phscs 699R. The

required graduate seminars Phscs 691R and Phscs 696R do not count toward the approved coursework hours. The final GPA must be 3.0 or above.

- Required courses: Students are required to enroll in Phscs 601 and 602 their first year, in Phscs 691R each semester of residence, in Phscs 696R the first two semesters of residence, and in 3 hours of Phscs 795R at or before the beginning of the dissertation.
- Suggested courses vary by discipline –
- Acoustics: Phscs 660, 661, 662, 721
- Atomic, Molecular, and Atomic Physics: Phscs 641, 642, 651, 652, 731
- Condensed Matter Physics: Phscs 581, 641, 642, 651, 652, 781, 782
- Plasma Physics: Phscs 641, 642, 645, 651, 652, 721, 731, 745
- Theoretical and Mathematical Physics: Phscs 641, 642, 651, 652, 721, 731
- Additional hours from 500-, 600-, and 700-level courses, subject to departmental approval, to make a total of at least 36 hours (may include up to 3 hours of Phscs 697R).
- Study list: In the first year of study a student must be accepted as a research student by a member of the department graduate faculty and with their guidance submit a study list which is the list of courses they will take to complete the 54 hour requirement. This list must be approved by the department graduate coordinator.
- Qualifying examination: A department-administered written examination to demonstrate a graduate-level understanding of the physical principles on which the graduate courses build must be successfully passed within 22 months of entering the program. A student has three opportunities to pass the exam. These exams are scheduled near the beginning of fall, winter and spring semester,

depending upon demand.

- **Candidacy examination:** After two years each student presents a written and oral report of research accomplished at BYU to an examining committee. A passing grade is given if the committee decides that the student displays sufficient mastery of background knowledge and research acumen to successfully complete the PhD. Passing the qualifying examination, having a GPA of 3.0 over at least 5 courses on the study list with no grade lower than a B-, and passing the candidacy examination admits the student to PhD candidacy.
- **Prospectus:** No later than the third year of residency, a student must submit and successfully defend before their advisory committee a prospectus detailing their proposed plan of research.
- **Dissertation:** A dissertation must be completed and successfully defended in an oral examination before the student's advisory committee.

Physics and Astronomy—PhD

The PhD program prepares students for professional careers in astronomy and astrophysics. These careers include faculty positions at universities and colleges and work in research institutions and private and national astronomical observatories.

Requirements for Degree.

- **Credit hours (54):** Students must pass a minimum of 36 hours in approved course work with a B- grade or better in each class and complete 18 hours of dissertation research in Phscs 699R. The required graduate seminars Phscs 691R and Phscs 696R do not count toward the approved coursework hours. The final GPA must be a 3.0 or above.
- **Required courses:** Students are required to enroll in Phscs 601 and 602 their first year, in Phscs 691R each semester of residence, in Phscs 696R the first two semes-

ters of residence, and in 3 hours of 795R at or before the beginning of the dissertation.

- **Suggested courses:** Phscs 529, 611, 612, 627, 628, 727, 728
- **Additional hours from 500-, 600-, and 700-level courses,** subject to departmental approval, to make a total of at least 36 hours (may include up to 3 hours of Phscs 697R).
- **Study list:** In the first year of study a student must be accepted as a research student by a member of the department graduate faculty and with their guidance submit a study list which is the list of courses they will take to complete the 54 hour requirement. This list must be approved by the graduate coordinator.
- **Qualifying examination:** A department-administered written examination to demonstrate a graduate-level understanding of the physical principles on which the graduate courses build must be successfully passed within 22 months of entering the program. A student has three opportunities to pass the exam. These exams are scheduled near the beginning of fall, winter and spring semester, depending upon demand.
- **Candidacy examination:** After two years each student presents a written and oral report of research accomplished at BYU to an examining committee. A passing grade is given if the committee decides that the student displays sufficient mastery of background knowledge and research acumen to successfully complete the PhD. Passing the qualifying examination, having a GPA of 3.0 over at least 5 courses on the study list with no grade lower than a B-, and passing the candidacy examination admits the student to PhD candidacy.
- **Prospectus:** No later than the third year of residency, a student must submit and successfully defend before their advisory committee a prospectus detailing their proposed plan of research.

- **Dissertation:** A dissertation must be completed and successfully defended in an oral examination before the student's advisory committee.

FINANCIAL ASSISTANCE

Qualified graduate students receive financial aid that may take the form of one or more of the following: teaching assistantships, research assistantships, scholarships (including the John Einar Anderson Scholarship and Copley Fellowship), internships, university-sponsored fellowships, or tuition awards. The amount of financial aid given depends on individual merit.

RESOURCES AND OPPORTUNITIES

Within the department there are currently six recognized research specialties: Acoustics; Astronomy; Atomic, Molecular, and Optical Physics; Condensed Matter Physics; Plasma Physics; Theoretical and Mathematical Physics.

Acoustics. The acoustics research program at BYU is cross-disciplinary, involving the treatment of both fundamental and applied problems in acoustics and vibration using analytical, numerical, and experimental means. It focuses primarily on acoustic signal processing, active and passive noise and vibration control, aeroacoustics, architectural acoustics, audio acoustics, nonlinear acoustics, outdoor sound propagation, and sound-structure interactions. Many resources are readily available for the effective simulation, measurement, and control of physical systems. In addition to strong computational facilities, the program has acoustical laboratories with extensive state-of-the-art measurement equipment, two anechoic chambers, two reverberation chambers, and a variable acoustics chamber that can be used for experimental studies.

Astronomy. Optical photometric

and spectroscopic research at BYU is conducted at our own observatories using telescopes ranging from 0.3 to 0.9 m. There is frequent use of Hubble Space Telescope and Spitzer Space Telescope data and data from observatories in Arizona, Canada, Chile, and South Africa as well as from national and international radio observatories. Topics of current research include evolution of variable stars, especially classical and dwarf Cepheids; the extragalactic distance scale; photometric standard systems; interstellar reddening; old and young galactic star clusters; high mass x-ray binaries; pre-main sequence objects; active galactic nuclei; galaxies in or near cosmic voids; brown dwarf atmospheres; transiting planets; interferometric and single dish studies of MASER and molecular emission from star forming regions, late-type OH/IR stars, supernova remnants, AGN, and starburst phenomena; and theoretical studies of black holes and neutron stars.

Atomic, Molecular, and Optical Physics. Computational and experimental studies of ultrafast laser high harmonic generation, quantum measurement, atom and ion interferometry, strongly coupled plasmas, atomic spectroscopy, optical properties of materials in the EUV, thin film deposition and characterization, EUV and x-ray optics, neutron detector development, and quantum optics.

Condensed Matter Physics. Condensed matter physics studies the macroscopic and microscopic properties of the "condensed" phases of matter: metals, insulators, semiconductors, superconductors, nanostructures, liquids, and so forth. Nationally, this is the largest and most active area of physics research. Our interests at BYU center on the electronic, magnetic, optical, structural, and dynamic properties of nanostructures and solids, using experimental, theoretical, and computational methods. Our current activities include creation of new nanostructured materials and their study by scanning probe microscopy, magnetometry, and electron-based microscopy and spectroscopy; X-ray

and neutron-scattering; computational studies of novel alloys and nanostructures; group theoretical methods applied to phase transitions in crystals; motion and structure of defects in crystals; optical and magnetic resonance studies of electrons and spin coherence in semiconductor nanostructures; magnetic memory and reversal processes in ferromagnetic thin films; and dynamics of superparamagnetic nanoparticles.

Plasma Physics. Plasma physics research, both experimental and theoretical, centers on nonneutral plasmas. We have both pure-electron and pure-ion plasma experiments. Our pure-ion plasma experiments are currently centered around measuring the half-life of Beryllium-7 in an ionized state. We also have substantial numerical modeling efforts in support of that goal. Our pure-electron plasma studies are aimed at understanding normal modes of oscillation in these plasmas in both the linear and nonlinear regimes.

Theoretical and Mathematical Physics. This group studies the foundations, techniques, and applications of relativity, quantum, and information theory. We develop numerical, algebraic, and analytic approaches to understand complex problems. Current projects include mergers of and energetic emissions from compact objects in general relativity; critical phenomena in nonlinear field theories; coherent behavior in dynamical systems; interaction between radiation and matter; molecular dynamics of defects and impurities in clusters and solids; spin systems and quantum entanglement. Our computational resources include extensive supercomputing facilities on campus and allocations at national supercomputing centers.

COURSE DESCRIPTIONS

PHSCS

500. (Phscs-Chem-CS-Geol-Math-MthEd-Stat) Business Career Essentials in Science and Math. (1.5)

Prerequisite(s):

Introduction for science, math, and statistics majors to careers in industry. Project planning, oral and written business presentations, business accounting, and technology readiness.

513R. Special Topics in Contemporary Physics. (0.5-3)

Prerequisite(s): Instructor's consent.

Topics generally related to recent developments in physics.

529. Advanced Observational Astronomy. (3)

Prerequisite(s): Phscs 427, 428.

Advanced techniques of observational astronomy, emphasizing knowledge and skills necessary to carry out observational scientific investigation in astronomy.

545. Introduction to Plasma Physics. (3)

Prerequisite(s): Phscs 321, 441.

Introduction to plasma physics, including single-particle motion and both fluid and kinetic models of plasma behavior.

561. (Phscs-Me En) Fundamentals of Acoustics. (3)

Prerequisite(s): Phscs 123 or equivalent; Math 303 or 334 or equivalent.

Vibrating systems, elastic media, mechanical energy, and radiation. Sound generation, transmission, reflection, and reception.

571. Lasers and Atoms. (3)

Prerequisite(s): Phscs 451, 471; or equivalents.

Laser amplification, cavity design, and control and characterization of temporal and spatial modes. Interactions between lasers and atoms.

PHYSICS AND ASTRONOMY

581. Solid-State Physics. (3)

Prerequisite(s): Phscs 222 or equivalent.

Introduction to the physics of solids. Crystal structure and symmetry, X-ray diffraction, lattice vibrations, metals and semiconductors, superconductivity, thermal properties, magnetic properties, and dielectric and optical properties.

583. Physics of Nanostructures, Surfaces, and Interfaces. (3)

Prerequisite(s): Phscs 222 or equivalent.

Properties of nanostructures, surfaces, and interfaces; experimental methods. Applications to emerging problems and opportunities in science and technology. Emphasis on concepts.

585. Thin-Film Physics. (3)

Prerequisite(s): Phscs 222 or equivalent.

Preparation, characterization, use, and special properties of modern thin films; interdisciplinary treatment. Of interest to students in applied physics and engineering.

586. Transmission Electron Microscopy for Physical Science and Engineering. (3)

Prerequisite(s):

Practical and theoretical aspects of sample preparation, basic and advanced imaging, electron diffraction, and other analytical materials characterization techniques on the transmission electron microscope.

587. Physics of Semiconductor Devices. (3)

Prerequisite(s): Phscs 281 or 581 or EC En 450.

Device physics, with an in-depth study of the MOS transistor and other nanoscale computing devices.

599R. Academic Internship. (0.5-9)

Prerequisite(s): Department internship coordinator's consent.

Cooperative education internships off campus.

601. Mathematical Physics. (3)

Prerequisite(s): Phscs 318, Math 334; or equivalents.

Topics in modern theoretical physics, including applications of matrix and tensor analysis and linear differential and integral operators.

602. Mathematical Physics. (3)

Prerequisite(s): Phscs 318, Math 334; or equivalents.

Topics in modern theoretical physics, including applications of matrix and tensor analysis and linear differential and integral operators.

611. Stellar Astrophysics 1. (3)

Prerequisite(s): Instructor's consent.

Theory of stellar atmospheres and the internal structure of stars.

612. Stellar Astrophysics 2. (3)

Prerequisite(s): Instructor's consent.

Theory of stellar atmospheres and the internal structure of stars.

617. Advanced Topics in Theoretical Physics. (3)

Prerequisite(s):

Applications of tensor analysis, differential geometry, and differential forms to such topics as mechanics, optics, relativity, and fluid dynamics.

618. Advanced Topics in Theoretical Physics. (3)

Prerequisite(s):

Introductory group theory. Basic representation theory and developments, with applications to quantum mechanics and molecular and solid-state physics.

619. Advanced Topics in Theoretical Physics. (3)

Prerequisite(s): Phscs 618.

Advanced group theory. Space groups and lie groups with applications in solid-state physics (energy band representations, phase transitions, etc.), nuclear physics, and quantum field theory (particle classification schemes, etc.).

625. Theory of Relativity. (3)

Prerequisite(s): Phscs 451 or equivalent.

Review of special relativity and general relativity, with applications to modern astrophysics.

626. Relativistic Astrophysics. (3)

Prerequisite(s): Phscs 625.

Applications of general relativity to modern astrophysics, including gravitational collapse, black holes, cosmological models, gravitational waves, etc.

627. Galactic Astrophysics 1. (3)

Prerequisite(s): Instructor's consent.

Astrophysics of the interstellar medium and galactic structure.

628. Galactic Astrophysics 2. (3)

Prerequisite(s): Instructor's consent.

Astrophysics of the interstellar medium and galactic structure.

641. Mathematical Theory of Electricity and Magnetism. (3)

Prerequisite(s): Phscs 442 or equivalent.

Advanced electrostatics and magnetostatics, Maxwell's equations and electromagnetic waves, relativistic electrodynamics, radiation theory, and interaction of matter with electromagnetic fields.

642. Mathematical Theory of Electricity and Magnetism. (3)

Prerequisite(s): Phscs 442 or equivalent.

Advanced electrostatics and magnetostatics, Maxwell's equations and electromagnetic waves, relativistic electrodynamics, radiation theory, and interaction of matter with electromagnetic fields.

645. Magnetohydrodynamic Theory of Plasmas. (3)

Prerequisite(s): Phscs 545.

Plasma equilibrium and dynamics using magnetohydrodynamic theory with application to fusion and astrophysical plasmas.

651. Quantum Mechanics. (3)

Prerequisite(s): Phscs 451 or equivalent; Phscs 602.

Nonrelativistic quantum mechanics, with applications.

652. Quantum Mechanics. (3)

Prerequisite(s): Phscs 451 or equivalent; Phscs 602.

Nonrelativistic quantum mechanics, with applications.

660. (Phscs-Me En 562) Acoustic Systems. (3)

Prerequisite(s): Phscs 561 or instructor's consent.

Analyzing and modeling electromechano-acoustic systems. Transducers, calibration, and acoustical measurements. Sound sources, arrays, coupling, radiation, and directivity. Duct acoustics and acoustic filters.

661. Advanced Fluid Acoustics. (3)
Prerequisite(s): Phscs 561 or instructor's consent.

General solutions of the wave equation with applications. Kirchhoff-Helmholtz integral theorem. Sound radiation from generalized sources. Attenuation of propagating waves. Acoustic reflection, absorption, and scattering. Enclosed sound fields. Room acoustics. Energy-based acoustics.

662. Interactions of Sound Fields and Vibrating Structures. (3)
Prerequisite(s): Phscs 561 or instructor's consent.

Sound-structure interactions. Sound transmission through panels and sound-isolation techniques. Advanced passive and active techniques in sound and vibration control. Near-field acoustic holography.

670. Quantum Optics. (3)
Prerequisite(s): Phscs 452, 471; or equivalents.

Quantum description of light and interactions with matter. Nonlinear optics.

671. X-Ray Physics. (3)
Prerequisite(s): Phscs 452 or equivalent; Phscs 581 and 602.

Physical characteristics of X-ray generation, optics, and experimental applications. Methods of X-ray imaging emphasized.

691R. Colloquium. (0.5)
Prerequisite(s):

696R. Introduction to Research. (0.5)
Prerequisite(s):

One or two research areas to be selected, with 20 hours of participation required each semester.

697R. Research. (0.5-6)
Prerequisite(s):

699R. Graduate Thesis/Dissertation. (1-9)
Prerequisite(s):

711R. Advanced Topics in Physics. (0.5-3)
Prerequisite(s): Instructor's consent.

Recent and upcoming topics include chaos, thin films, phase transformations, amorphous solids, quantum optics, astronomy using nontraditional frequencies, and particle physics.

721. Dynamics. (3)
Prerequisite(s): Phscs 321 or equivalent; Phscs 601 and 602.

Advanced treatment of classical mechanics, including Lagrange's and Hamilton's equations, rigid body motion, and canonical transformations.

727. Extragalactic Astrophysics and Cosmology 1. (3)
Prerequisite(s): Instructor's consent.

Astrophysics of galaxies, active galactic nuclei, and cosmology.

728. Extragalactic Astrophysics and Cosmology 2. (3)
Prerequisite(s): Instructor's consent.

Astrophysics of galaxies, active galactic nuclei, and cosmology.

731. Statistical Mechanics. (3)
Prerequisite(s): Phscs 601 and 651.

Advanced thermodynamics, classical statistical mechanics, quantum statistics, and transport theory.

745. Kinetic Theory of Plasmas. (3)
Prerequisite(s): Phscs 431 or equivalent; 545, 642, 721.

Plasma equilibrium and dynamics using a kinetic description, including collisionless damping and collisional transport.

751. Advanced Quantum Theory. (3)
Prerequisite(s): Phscs 652.

Topics in relativistic quantum mechanics, including quantum field theory.

752. Advanced Quantum Theory. (3)
Prerequisite(s): Phscs 652.

Topics in relativistic quantum mechanics, including quantum field theory.

781. Modern Theory of Solids. (3)
Prerequisite(s): Phscs 581, 651.

Quantum theory of solids, emphasizing the unifying principles of symmetry, energy-band theory, dynamics of electrons and of periodic lattices, and cooperative phenomena.

782. Modern Theory of Solids. (3)
Prerequisite(s): Phscs 581, 651.

Quantum theory of solids, emphasizing the unifying principles of symmetry, energy-band theory, dynamics of electrons and of periodic lattices, and cooperative phenomena.

795R. Readings in the Research Literature. (1-5)

Prerequisite(s): Departmental approval.

Focused readings and student presentations based on these readings.

FACULTY

Allred, David D., *Professor*, PhD, Princeton University, 1977. Surfaces, Multilayers, and Nanoscale Thin Films: EUV and Soft X-Ray Optics

Bergeson, Scott D., *Professor*, PhD, University of Wisconsin, 1995. Experimental Atomic Physics

Berrondo, Manuel, *Professor*, PhD, University of Uppsala, Sweden, 1969. Theoretical Physics

Campbell, Branton J., *Associate Professor*, PhD, University of California, Santa Barbara, 1999. Experimental Condensed Matter Physics

Chesnel, Karine, *Assistant Professor*, PhD, Joseph Fourier University, France, 2002. Experimental Condensed Matter Physics

Colton, John, *Associate Professor*, PhD, University of California, 2000. Experimental Condensed Matter Physics

Davis, Robert C., *Professor*, PhD, University of Utah, 1996. Experimental Condensed Matter Physics

Durfee, Dallin S., *Associate Professor*, PhD, Massachusetts Institute of Technology, 1999. Experimental Atomic Physics

Gee, Kent, *Associate Professor*, PhD, Pennsylvania State University, 2005. Acoustics

PHYSIOLOGY AND DEVELOPMENTAL BIOLOGY

Hart, Grant W., *Associate Professor*, PhD, University of Maryland, 1983. Plasma Physics

Hart, Gus L. W., *Professor*, PhD, University of California, Davis, 1999. Computational Condensed Matter Physics

Hess, Bret C., *Associate Professor*, PhD, Iowa State University, 1988. Condensed Matter Physics

Hintz, Eric G., *Associate Professor*, PhD, Brigham Young University, 1995. Observational Astrophysics

Hirschmann, Eric W., *Associate Professor*, PhD, University of California, Santa Barbara, 1996. Theoretical and Computational Physics

Leishman, Timothy W., *Associate Professor*, PhD, Pennsylvania State University, 2000. Acoustics

Migenes, Victor, *Professor*, PhD, University of Pennsylvania, 1989. Radio Astronomy

Moody, J. Ward, *Professor*, PhD, University of Michigan, 1986. Observational Astrophysics

Neilsen, David W., *Associate Professor*, PhD, University of Texas, Austin, 1999. Gravitational Physics

Peatross, Justin B., *Professor*, PhD, University of Rochester, 1993. High-Intensity Laser Physics

Peterson, Bryan G., *Research Associate Professor*, PhD, Brigham Young University, 1983. Experimental Plasma Physics

Rees, Lawrence B., *Professor*, PhD, University of Maryland, 1983. Nuclear Physics

Sommerfeldt, Scott D., *Professor*, PhD, Pennsylvania State University, 1989. Acoustics

Spencer, Ross L., *Professor*, PhD, University of Wisconsin, 1979. Theoretical Plasma Physics

Stephens, Denise, *Assistant Professor*, PhD, New Mexico State University, 2001. Observational Astrophysics

Stokes, Harold T., *Professor*, PhD, University of Utah, 1977. Condensed Matter Physics

Turley, R. Steven, *Professor*, PhD, Massachusetts Institute of Technology, 1984. Computational and Atomic Physics

Vanfleet, Richard R., *Associate Professor*, PhD, University of Illinois, 1997. Electron Microscopy: Materials Physics

Van Huele, Jean-Francois, *Associate Professor*, PhD, Brussels Free University, Belgium, 1987. Theoretical Physics

Ware, Michael J., *Associate Professor*, PhD, Brigham Young University, 2001. Quantum Physics

PHYSIOLOGY AND DEVELOPMENTAL BIOLOGY

Chair: Winder, William W.

Graduate Coordinator: Woodbury, Dixon J.

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(801) 422-3706

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THE PROGRAMS OF STUDY

Physiology is the study of the functions of body systems. Developmental biology is the study of how specific genes govern differentiation of cells, tissues, and organs with unique structure and functions. Neuroscience is the study of the development and function of the central nervous system and its connection to influencing/regulating behavior.

Graduate programs within the department offer research training and classroom instruction in a wide range of areas pertaining to these disciplines. A biophysics research group is also part of the department. Areas of research include neuroendocrinology and reproduction, endocrine and immune interactions, development of the central nervous system, hereditary connective tissue disorders, mouse and chick models of development, exercise physiology and glucose metabolism, membrane transport and channel structure, synaptic vesicle recycling, and blood pressure control by the autonomic nervous system.

The Department of Physiology and Developmental Biology offers four graduate degrees: Physiology and Developmental Biology—MS, Neuroscience—MS, Physiology and Developmental Biology—PhD, and Neuroscience—PhD.

The department has approximately twenty-five graduate students enrolled each year. Students working toward a master's degree generally complete all requirements within two years. PhD students generally complete all requirements in four to five years.

Physiology and Developmental Biology—MS

This MS degree program provides students with a sound understanding of current concepts in physiology and/or developmental biology. The thesis research project teaches the fundamentals of scientific inquiry and trains the students in state-of-the-art research techniques. Submission of the thesis to a peer-reviewed journal is encouraged but not required.

Requirements for Degree

- Credit hours (30): minimum 24 approved course work hours plus 6 thesis hours (PDBio 699R).
- Required courses (11 hours): Bio 503 (1 hour); PDBio 582 or 601 (3 hours), 694R (2 hours), 696R (2 hours); Stat 511 or equivalent (3 hours).
- A Seminar must be presented each year (PDBio 694R)
- Thesis: standard university thesis format or journal publication format.
- Examinations: (A) course work oral examination; (B) oral defense of thesis.

Physiology and Developmental Biology—PhD

This PhD degree program is a comprehensive academic endeavor in physiology and developmental biology. Although the research project of each PhD student will focus in an area of either physiology or developmental biology, all students will be expected to have an understanding of key concepts in both disciplines. The research project will include independent inquiry and in-depth application of the scientific method. Publication of the research in peer-reviewed journals is expected but not required.

Requirements for Degree

- Credit hours: 54 hours, including

18 hours of dissertation (PDBio 799R).

- Students who have earned a master's degree must complete at least 36 semester hours of additional graduate work at BYU beyond the master's degree.
- Required courses: Bio 503 (1 hour); PDBio 582 and 601 (3 hours each), 694R (2 hours), 696R (2 hours); Stat 511 (3 hours).
- Research credit (PDBio 649R and 799R) may not exceed 27 hours.
- A seminar must be presented each year (PDBio 694R)
- A professional development requirement must be met (PDBio 689R).
- Dissertation: standard university dissertation format or journal publication format.
- Examinations: (A) comprehensive written and oral examination; (B) defense of dissertation.

Neuroscience—MS

A sound understanding of current concepts in neuroscience is the purpose of this MS degree program. The thesis research project teaches the fundamentals of scientific inquiry and trains students in state-of-the-art research techniques. Submission of the thesis to a peer-reviewed journal is encouraged but not required.

Requirements for Degree

- Credit hours (30): minimum 24 approved course work hours plus 6 thesis hours (Neuro 699R).
- Required courses: Bio 503 (1 hour); Neuro 601 (3 hours), 649R (2 hours), 694R (2 hours), 696R (2 hours); Stat 511 or equivalent (3 hours).
- A seminar must be presented each year (PDBio 694R)
- Thesis: standard university thesis format or journal publication format.
- Examinations: (A) course work oral

examination; (B) oral defense of thesis.

Neuroscience—PhD

Course work and research that emphasize the integration of molecular biology, developmental biology, biophysics, neuroanatomy, neurophysiology, neuroendocrinology, neuroimmunology, cognition, and behavioral neuroscience is offered through this PhD degree program. Students are required to develop a strong background in the principles of neuroscience and develop the intellectual background and technical expertise necessary for successful research projects in their area of specialization. Publication of the research in peer-reviewed journals is expected but not required.

Requirements for Degree

- Credit hours: 54 hours, including 18 hours of dissertation (Neuro 799R).
- Students who have earned a master's degree must complete at least 36 semester hours of additional graduate work at BYU beyond the master's degree.
- Required courses: Bio 503 (1 hour); Neuro 601 (3 hours), 649R (2 hours), 694R (2 hours), 696R (2 hours); Stat 511 (3 hours). One semester (2 credits) of Neuro 649R must be performed in a laboratory different than the laboratory of the student's graduate committee chair.
- A seminar must be presented each year (PDBio 694R).
- A professional development requirement must be met (PDBio 689R).
- Dissertation: standard university dissertation format or journal publication format.
- Examinations: (A) comprehensive written and oral examination; (B) defense of dissertation.

PHYSIOLOGY AND DEVELOPMENTAL BIOLOGY

FINANCIAL ASSISTANCE

The Department of Physiology and Developmental Biology offers the following financial aid: teaching assistantships, research assistantships, and tuition awards. Specific endowment fund awards are also available.

RESOURCES AND OPPORTUNITIES

Program resources include the laboratories and equipment of department faculty within the John A. Widtsoe Building and the Eyring Science Center. An electron microscope laboratory, with both transmission and scanning microscopes, is also located on campus. A DNA sequencing center is available in the Widtsoe Building.

COURSE DESCRIPTIONS

PDBIO

550R. Advanced Topics in Physiology and Developmental Biology. (0.5-4)

Prerequisite(s): Instructor's consent.

Close interaction between small groups of students and instructor on topics in physiology, developmental biology, or biophysics. Topics vary.

550R. Molecular Dynamics. (0.5-4)

Prerequisite(s): Instructor's consent.

Close interaction between small groups of students and instructor on topics in physiology, developmental biology, or biophysics. Topics vary.

550R. Planar Lipid Bilayers. (0.5-4)

Prerequisite(s): Instructor's consent.

Close interaction between small groups of students and instructor on topics in physiology, developmental biology, or biophysics. Topics vary.

561. Physiology of Drug Mechanisms. (3)

Prerequisite(s): PDBio 352 or instructor's consent.

Overview of physiological and pharmacological mechanisms and principles of human therapeutics as applied to clinically significant pathophysiology.

562. Reproductive Physiology. (3)

Prerequisite(s): PDBio 362 or equivalent.

Mammalian reproductive physiology.

565. Endocrinology. (3)

Prerequisite(s): PDBio 362 or instructor's consent.

Mammalian hormones.

568. Cellular Electrophysiology and Biophysics. (3)

Prerequisite(s): PDBio 362, Phscs 140, 220; or instructor's consent.

Using electrophysiology and biophysics as an approach to study of physiology. Extensive look at ion channels and cell signaling.

582. Developmental Genetics. (3)

Prerequisite(s): PDBio 482 or equivalent.

Gene function and regulation during cell specification and differentiation, pattern formation, and organogenesis in developing embryo.

601. Cellular and Molecular Physiology. (3)

Prerequisite(s): PDBio 362, 363; or equivalents.

Primary literature used to explore modern concepts of physiology at the cellular and molecular level. Topics include muscle function, transport mechanisms, cell signaling, and ion channels.

649R. Laboratory Research. (1-6)

Prerequisite(s): Instructor's consent.

Laboratory research for graduate students.

650R. Selected Topics in Physiology, Developmental Biology, and Neuroscience. (1-3)

Prerequisite(s): Instructor's consent.

Topics vary.

650R. Differential Equations in Biology. (1-3)

Prerequisite(s): Instructor's consent.

661. (PWS-Bio-MMBio) Molecular Biology of the Cell. (3)

Prerequisite(s):

Life science principles including biochemistry of proteins and nucleic acids, cellular structure, cell signaling, and gene regulation

662. (PDBio-Bio-MMBio-PWS) Genomics, Molecular Evolution, and Developmental Biology. (3)

Prerequisite(s):

Understanding the molecular life sciences including genetics of model organisms, developmental genetics, molecular evolution, genomics, and bioinformatics.

664. Cardiovascular and Respiratory Physiology. (2)

Prerequisite(s): PDBio 362 or equivalent.

Advanced course based on current research literature.

689R. Practicum in Life Sciences Teaching or Research. (0.5-3)

Prerequisite(s):

Curricula, principles, concepts, and experiences in teaching life sciences effectively or methods of effective research and grantsmanship in the life sciences.

694R. Research Presentation. (0.5)

Prerequisite(s):

Oral presentation of graduate research project (introduction, methods, hypothesis, results, conclusions).

696R. Graduate Seminar. (0.5)

Prerequisite(s):

Seminar series organized and run by the Department of Physiology and Developmental Biology. Speakers are enlisted from both inside and outside the university.

699R. Master's Thesis. (1-6)

Prerequisite(s):

799R. Doctoral Dissertation. (1-18)

Prerequisite(s):

FACULTY

Barrow, Jeffery R., *Associate Professor*, PhD, University of Utah, 1999. Molecular Mechanisms of Development of Limbs and Craniofacial Structures: Tumorigenesis

Bell, John D., *Professor*, PhD, University of California, San Diego, 1987. Pharmacology: Membrane Physiology

Bikman, Benjamin T., *Assistant Professor*, PhD, East Carolina University, 2008. Obesity and Metabolism

Brown, Michael D., *Associate Teaching Professor*, PhD, Colorado State University, 1999. Regulation of Axon and Dendrite Extension and Pathfinding During Nervous System Development

Busath, David D., *Professor*, MD, University of Utah, 1978. Electrophysiology: Molecular Modeling: Molecular Biophysics

Edwards, Jeffrey G., *Assistant Professor*, PhD, University of Utah, 2003. Synapse Activity and Structure

Hansen, Marc D., *Associate Professor*, PhD, Stanford University, 2002. Molecular Basis of Cell-Cell Adhesion in Development and Metastasis

Hedges, Dawson W., *Professor*, MD, University of Utah, 1988. Affiliated Neuroscience Faculty: Psychiatry: Neuroscience: Neuroimaging, Effects of Stress on Brain Structure

Hopkins, Ramona O., *Professor*, PhD, University of Utah, 1996. Affiliated Neuroscience Faculty: Cognitive Neuroscience Psychology: Learning and Memory: Neurobiological Approaches to Cognition: Neuroimaging: Health Related Quality of Life. Neuropsychological Outcome Following Critical Illness, Cardiac and Pulmonary

Judd, Allan M., *Professor*, PhD, West Virginia University, 1981. Physiology: Neuroendocrinology

Kirwan, Brock, *Assistant Professor*, PhD, Johns Hopkins University, 2006. Cognitive Neuroscience of Memory

Kooyman, David L., *Associate Professor*, PhD, Ohio University, 1993. Mechanisms of Gene Expression

Larson, Michael J., *Assistant Professor*, PhD, University of Florida, 2008. Mechanisms of Cognitive Dysfunction Following Traumatic Brain Injury

Lephart, Edwin D., *Professor*, PhD, University of Texas Southwestern Medical Center, 1989. Neuroendocrinology

Porter, James P., *Professor*, PhD, University of California, San Francisco, 1982. Neuroendocrinology: Hypertension

Reynolds, Paul R., *Assistant Professor*, PhD, University of Cincinnati, 2004. Developmental Role of Autocrine/Paracrine Signaling in Lung During Branching Morphogenesis

Rhees, Reuben Ward, *Professor*, PhD, Colorado State University, 1971. Neuroendocrinology: Physiology

Silcox, Roy W., *Associate Professor*, PhD, North Carolina State University, 1986. Reproductive Physiology: Management: Superovulation: Embryonic Development

South, Mickle, *Assistant Professor*, PhD, University of Utah, 2005. Child Clinical Psychology

Stark, Michael R., *Associate Professor*, PhD, University of California, Irvine, 1998. Developmental Biology

Steffensen, Scott C., *Associate Professor*, PhD, University of Utah, 1986. Neuropharmacology: Neurobiology of Addiction: Learning and Memory

Sudweeks, Sterling N., *Associate Professor*, PhD, University of Utah, 1997. Pharmacology of the Nervous System : Ion Channels

Thomson, David M., *Assistant Professor*, PhD, East Carolina University, 2005. Intracellular Signaling Pathways Controlling Skeletal Muscle Growth and Metabolism

Winder, William W., *Professor*, PhD, Brigham Young University, 1971. Exercise Physiology and Endocrinology

Woodbury, Dixon J., *Professor*, PhD, University of California, Irvine, 1986. Molecular Mechanisms of Exocytosis: Neuroscience of Transmitter Release: Electrophysiology of Ion Channels

PLANT AND WILDLIFE SCIENCES

Chair: Anderson, Val Jo

Graduate Coordinator: Allphin, Loreen

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THE PROGRAMS OF STUDY

The Department of Plant and Wildlife Sciences offers graduate training and education in a variety of areas: plant sciences, biotechnology, genetics, environmental science, ecology, soil science, and wildlife and wildlands conservation. Those admitted to this program will have completed BS degrees with strong backgrounds in the basic mathematical, physical, and biological sciences. Students completing requirements in our graduate degree programs will be prepared to accept employment in plant genetics, biotechnology, conservation, ecology, environmental science, wildland and wildlife management, or consulting or to continue graduate education toward a PhD and postgraduate studies.

Four degrees are offered through the Department of Plant and Wildlife Sciences: Environmental Science—MS; Genetics and Biotechnology—MS; Wildlife and Wildlands Conservation—MS; and Wildlife and Wildlands Conservation—PhD.

These graduate programs are supported by faculty members within the department. Their research and teaching interests include wildland ecology, wildlife biology, plant ecology, genetics and biotechnology, plant growth under environmental stress, urban landscape environments, bioremediation of contaminated soils and water, and both modern and ancient agricultural environments. All MS and PhD degrees are earned in thesis-only programs. Students are expected to present their theses in the form of one or more manuscripts ready for submission to refereed

journals.

Environmental Science—MS

Pursuit of the MS degree in environmental science provides students with research and education opportunities in environmental protection and remediation and in plant growth and physiology. Students will select graduate course work in soil science, biology, and environmentally related courses taught in departments across the campus. Those completing program requirements will be well prepared for employment in environmental and agricultural consulting, teaching at the junior college level, and continued graduate studies for the PhD. Their research and teaching interests include: plant growth under environmental stress, invasive species, plant physiology, urban landscape environments, bioremediation of contaminated soils and water, and both modern and ancient agricultural environments. All emphases require original research topics with the results presented in thesis format. This research is expected to be of a publication quality and thesis style best reflecting that of a professional journal, thus facilitating timely submissions for publication. We also encourage formal presentations at professional meetings.

Requirements for Degree

- Credit hours: (30): minimum 24 course work hours plus 6 thesis hours (PWS 699R).
- Undergraduate hours: no more than 10 semester hours may be applied toward master's degree.
- Thesis: completion of the thesis in scientific journal format and prepared for journal submission.
- Required courses: Two semesters of PWS 694R (seminar) and one semester of graduate statistics (Stat 511).
- Biannual progress reviews by advisory committee and graduate committee.
- Examinations: final oral defense of

thesis.

- Minor: not required; students who do desire a minor may choose from botany, chemistry, computer science, food science, geology, geography, mathematics, microbiology, physics, statistics, range science, or zoology.

Genetics and Biotechnology—MS

Genetics is the study of inheritance. Biotechnology is the application of modern DNA marker, isolation, and transfer technologies toward improving plant and animal agricultural productivity, environmental remediation, and the treatment of disease. These branches of biology have risen to prominence during the course of the past fifteen years and are widely recognized for their potential impact upon society in the twenty-first century. Employment opportunities in industry and academia are especially plentiful for graduates with advanced degrees in genetics and biotechnology. All emphases require original research topics with the results presented in thesis format. This research is expected to be of a publication quality and thesis style best reflecting that of a professional journal, thus facilitating timely submissions for publication. We also encourage formal presentations at professional meetings.

Requirements for Degree

- Credit hours: (30): minimum 24 course work hours plus 6 thesis hours (PWS 699R).
- Undergraduate hours: no more than 10 semester hours may be applied toward master's degree.
- Thesis: completion of the thesis in scientific journal format and prepared for journal submission.
- Required courses: PWS 586, 673R and 670, plus two semesters of 694R.
- Biannual progress reviews by advisory committee and graduate committee.

- Examinations: final oral defense of thesis.
- Minor: not required; students who do desire a minor may choose from botany, chemistry, computer science, food science, geology, geography, mathematics, microbiology, physics, statistics, range science, or zoology.

Wildlife and Wildlands Conservation—MS

This program emphasizes the scientific method in developing critical thinking and analytical skills applied to conservation and management problems related to wildlife ecology, wildlands, restoration science and/or rangeland ecology. Depending on the emphasis, advanced training in topic specialties may be complemented by courses in statistics, geographical information systems (GIS), soil sciences, model testing, systematics, or advanced ecology. All emphases require original research topics with the results presented in thesis format. This research is expected to be of a publication quality and thesis style best reflecting that of a professional journal, thus facilitating timely submissions for publication. We also encourage formal presentations at professional meetings.

Requirements for Degree

- Credit hours: (30): minimum 24 course work hours plus 6 thesis hours (PWS 699R).
- Undergraduate hours: no more than 10 semester hours may be applied toward master's degree.
- Required courses: PWS 694R (seminar—two semesters). Additional courses as determined by student's advisory committee and approved by department graduate coordinator.
- Biannual progress reviews by advisory committee and graduate committee.
- Presentation of research prospectus to advisory committee.
- Thesis: completion of the thesis in scientific journal format and prepared for journal submission.
- Examination: final oral defense of thesis.

Wildlife and Wildlands Conservation—PhD

This program emphasizes the scientific method in developing critical thinking and analytical skills applied to conservation and management problems related to wildlife ecology, wildlands, restoration science and/or rangeland/wildland ecology. Depending on the emphasis, advanced training in topic specialties may be complemented by courses in statistics, geographical information systems (GIS), soil sciences, model testing, systematics, or advanced ecology. All emphases require original research topics with the results presented in dissertation format. This research is expected to be of a publication quality and dissertation style best reflecting that of a professional journal, thus facilitating timely submissions for publication. We also encourage formal presentations at professional meetings.

Requirements for Degree

- Credit hours: minimum 54 credit hours, including 18 hours of dissertation (PWS 799R).
- Students who have earned a master's degree must complete at least 36 credit hours of additional graduate work at BYU beyond the master's degree.
- Required courses: PWS 694R (seminar—four semesters). Additional courses as determined by student's advisory committee and approved by department graduate coordinator.
- Two consecutive six-hour semesters on BYU campus to fulfill the doctoral residency requirement.
- Biannual progress reviews by advisory committee and graduate committee.
- Presentation of research prospectus to advisory committee.
- Dissertation: completion of the dissertation in scientific journal format and prepared for journal submission.
- Examination: (A) comprehensive oral and written examination; (B) oral defense of dissertation.

FINANCIAL ASSISTANCE

Teaching and research assistantships are offered on a competitive basis by the department. Tuition assistance is also available for both MS and PhD degrees.

RESOURCES AND OPPORTUNITIES

Ezra Taft Benson Agriculture and Food Institute. The major objective of the Institute is to raise the quality of life among the people of the world through improved nutrition and enlightened agricultural practices. Emphasis is placed on teaching and training students who wish to work in foreign countries and on training people from those countries in agriculture and food science practices that can be used to improve life. Research to improve agricultural practices, family nutrition, and appropriate technology is encouraged.

M. L. Bean Life Science Museum. Extensive biological collections are housed in the M. L. Bean Life Science Museum and are available for supervised student research. Curators and their students often conduct fieldwork throughout the U.S., and in many other parts of the world.

Lytle Ranch Preserve. Graduate students are able to do year-round research on desert plants and animals at the Lytle Ranch. This large preserve is located in the moderate desert climate of southwestern Utah.

USDA Forest Service Shrub Science Laboratory. Housed on the BYU campus, this laboratory supports one of the finest research programs on native shrubs in the world. Here eleven PhD research scientists with

adjunct faculty appointments work with BYU faculty members and graduate students. Laboratories, greenhouses, and gardens on campus and around the state support studies on desert shrubs.

Other Laboratory and Field Resources. On the Provo campus are an arboretum, a small animal vivarium, a tissue culture room, several environmental chambers, and excellent greenhouse facilities. Laboratory facilities include gas chromatographs–mass spectrometers, isotope ratio mass spectrometers, transmission and scanning electron microscopes, ultra centrifuges, visible ultraviolet and infrared spectrophotometers, gas chromatographs, high-performance liquid chromatographs, infrared gas analyzers, atomic absorption spectrophotometer, inductively coupled plasma spectrophotometer, ion chromatograph, near infrared spectrophotometer, genome sequencer FLX instrument, and many other items.

Faculty and graduate students are currently engaged in a number of significant and interesting research projects, funded both internally and externally.

COURSE DESCRIPTIONS

PWS

505. Ecosystem Ecology. (3)
Prerequisite(s): Bio 350 or equivalent.

Theory and application of nutrient cycling, trophic dynamics, disturbance, and spatiotemporal patterns in terrestrial and aquatic ecosystems - methods in ecological research (e.g., field and analytical chemistry techniques, isotope geochemistry, molecular methods, and ecosystem simulation modeling).

511. Environmental Biophysics: Soil and Plant Water Relations. (4)
Prerequisite(s): Phscs 105 and PWS 282; or equivalents.

Integrating biological, physical, and chemical processes of water and solute movements through the soil-plant-atmosphere continuum.

512. Rangeland Landscape Ecology and Geographic Information Systems. (3)

Prerequisite(s):

Applying landscape ecology theory to evaluate, describe, and predict spatial patterns and processes within rangeland ecosystems using geographic information systems (GIS), remote sensing, and global positioning systems (GPS).

514. Soil Microbiology. (3)

Prerequisite(s): Chem 105 and 106; or equivalents.

Ecology and role of soil microorganisms in biogeochemical cycles, decomposition of organic matter and waste materials, and bioremediation of contaminated soils and water.

520. Saline and Sodic Soils. (3)

Prerequisite(s): PWS 305, Chem 105, 106, 107; or equivalents.

Physical and chemical properties of saline and sodic soils and irrigation waters--their diagnosis, reclamation, and management for sustainable crop production.

540. Plant Response to the Environment. (3)

Prerequisite(s): PWS 440 or equivalent; PWS 494R or concurrent enrollment.

Advanced plant physiological ecology principles.

547. Ungulate Conservation and Management. (2)

Prerequisite(s): PWS or Bio 350; and Bio 447; or equivalents.

Integrating principles of natural history, population ecology, behavior, and conservation biology of North American ungulates. Special emphasis on management and conservation applications.

551. Quantitative Ecology. (3)

Prerequisite(s): Bio 350 or equivalent; Stat 121 or 511 or concurrent enrollment.

Quantitative methods for ecological sampling and data analysis.

552. Terrestrial Ecosystems. (3)

Prerequisite(s):

Theory and application of plant and animal distribution in terrestrial environments.

553. Restoration Ecology. (3)

Prerequisite(s): PWS 282, 416; Bio 350; or equivalents.

Nature of ecosystem disturbance and plant succession; developing science and practice of ecological restoration; case studies of applied restoration.

554. Wildlife Behavioral Ecology. (3)

Prerequisite(s): Bio 100, 350; or equivalents.

Integrating principles of ethology, sociobiology, and behavioral ecology using examples from wildlife resources; behavioral sampling methods.

559. Molecular Plant Breeding. (3)

Prerequisite(s): PWS 265, 340, 485, 586, PDBio 360; or equivalents; PWS 494R or concurrent enrollment.

Molecular genetics methods applied to improvement of economically important plants. Theory and methods of plant transformations.

560. Soil and Plant Analysis. (3)

Prerequisite(s): PWS 282 or equivalent.

Laboratory chemical analysis of soils and plant materials in soil and plant research.

575. Plant Pathology. (3)

Prerequisite(s): PWS 100 or equivalent.

Concepts associated with symptoms, development, control, and classification of plant diseases. Identification and classification of plant fungi, bacteria, and viruses.

586. Plant Cell Biology. (3)

Prerequisite(s): PDBio 360, PWS 340, 440; or equivalents.

Molecular aspects of the structural and functional characteristics of plant cells, emphasizing characteristics of plant cells setting them apart from animal cells.

598R. Advanced Topics in the Plant and Wildlife Sciences. (1-3)

Prerequisite(s):

605. Soil-Plant Relationships. (3)
Prerequisite(s): PWS 282, 305, 306, 440 (or equivalents); organic or biochemistry course.

Soil-plant nutrition including mechanisms of nutrient uptake, transfer, and assimilation; mechanisms of nutrient immobilization and toxicity in soils and plants.

629. Conservation of Mega and Meso Carnivores. (3)

Prerequisite(s):

Life histories of representative carnivores with political, popular, and managerial problems surrounding their existing and proposed conservation.

633. Biometry and Experimental Design. (3)

Prerequisite(s): Stat 121 or 510 or equivalent.

The design, analysis, and interpretation of biological research using modern analytical tools and relevant software.

634. Analysis and Management of Plant and Animal Populations. (3)

Prerequisite(s):

Exposure to common tools for analysis and management of plant and animal populations. Program mark, program distance, movement and home range analysis, point pattern analysis, etc.

640. Developmental Plant Physiology. (3)

Prerequisite(s): PWS 440 or equivalent.

Developmental phenomena in higher plants, emphasizing seed physiology, plant growth regulation, and plant stress responses.

661. (PWS-Bio-MMBio-PDBio) Molecular Biology of the Cell. (3)

Prerequisite(s):

Life science principles including biochemistry of proteins and nucleic acids, cellular structure, cell signaling, and gene regulation

662. (PWS-Bio-MMBio-PDBio) Genomics, Molecular Evolution, and Developmental Biology. (3)

Prerequisite(s):

Understanding the molecular life sciences including genetics of model organisms, developmental genetics, molecular evolution, genomics, and bioinformatics.

670. Analysis of Complex Genomes. (3)

Prerequisite(s): PWS 340 or equivalent.

Genetic analysis of quantitative traits in plants and animals.

673R. Cytogenetics. (3)

Prerequisite(s): PWS 340, 485; or equivalents.

Chromosome structure and function; classical and molecular cytological methods of chromosome and genome analysis.

694R. Seminar. (1)

Prerequisite(s):

697R. Research. (1-9)

Prerequisite(s):

698R. Master's Project. (1-6)

Prerequisite(s):

699R. Master's Thesis. (1-9)

Prerequisite(s):

799R. Doctoral Dissertation. (1-9)

Prerequisite(s):

FACULTY

Aanderud, Zachary T., *Assistant Professor*, PhD, University of California, Davis, 2006. Microbial and Ecosystem Ecology

Allen, Phil S., *Professor*, PhD, University of Minnesota, 1990. Seed Biology: Ecological Restoration

Allphin, Loreen, *Associate Professor*, PhD, University of Utah, 1996. Plant Ecology: Plant Reproductive Biology: Conservation Genetics

Anderson, Val Jo, *Professor*, PhD, Texas A&M University, 1988. Range Ecology: Ecophysiology

Booth, Gary M., *Professor*, PhD, University of California, Riverside, 1969. Insect Physiology: Toxicology

Coleman, Craig E., *Associate Professor*, PhD, Pennsylvania State University, 1992. Genetics and Biotechnology

Geary, Bradley D., *Associate Professor*, PhD, Washington State University, 1999. Plant Pathology: Plant Pest Management

Hopkins, Bryan G., *Associate Professor*, PhD, Kansas State University, 1995. Plant and Soil Sciences

Jellen, Eric N., *Associate Professor*, PhD, University of Minnesota, 1992. Cytogenetics: Genetic Mapping: Plant Genetic Resource Conservation

Jolley, Von D., *Professor*, PhD, Iowa State University of Science and Technology, 1976. Mineral Nutrition: Chemistry of Nutrition Uptake: Soil Testing for Developing Countries

Larsen, Randy, *Assistant Professor*, PhD, Utah State University, 2008. Wildlife Ecology and Management

Maughan, P. Jeffrey, *Professor*, PhD, Virginia Polytechnic Institute & State Univ., 1996. Plant Genetics

McMillan, Brock R., *Associate Professor*, PhD, Kansas State University, 1999. Population and Community Ecology of Mammals and Birds

Petersen, Steven L., *Assistant Professor*, PhD, Oregon State University, 2004. Landscape Ecology

Robinson, Todd F., *Associate Professor*, PhD, Cornell University, 1998. Growth Biology: Metabolic Processes

PSYCHOLOGY

Roundy, Bruce A., *Professor, PhD,* Utah State University, 1984. Rangeland Restoration and Ecology

Smith, Thomas S., *Associate Professor, PhD,* Brigham Young University, 1992. Wildlife Ecology: Wildlife-Human Interactions: Wildlife Management and Ecology

St. Clair, Samuel, *Assistant Professor, PhD,* Pennsylvania State University, 2004. Plant Physiological Ecology

Stevens, Mikel R., *Professor, PhD,* University of Arkansas, 1993. Plant Breeding: Molecular Genetics

Stewart, J. Ryan, *Associate Professor, PhD,* Iowa State University, 2005. Plant Ecophysiology: Bioenergy

Terry, Richard E., *Professor, PhD,* Purdue University, 1976. Soil Microbiology: Reclamation and Restoration of Environmentally Disturbed Sites

Udall, Joshua A., *Assistant Professor, PhD,* University of Wisconsin, 2003. Plant Genetics and Gene Expression

PSYCHOLOGY

Chair: Hopkins, Ramona O.
Associate Chair/Graduate Coordinator: Brown, Bruce L.

Associate Chair/Faculty: Lambert, Michael J.

Associate Chair/Director of Clinical Training: Carpenter, Bruce N.

Executive Coordinator of Clinical Psychology: Norton, Elizabeth
1001 SWKT

Provo, UT 84602-5543
(801) 422-4287

Web site: <http://psychology.byu.edu/Pages/graduate.aspx>

THE PROGRAMS OF STUDY

The mission of the Psychology Department is to discover, disseminate, and apply principles of psychology within a scholarly framework that is compatible with the values and purposes of Brigham Young University and its sponsor.

Three degrees are offered through the Department of Psychology: Psychology—MS, Psychology—PhD, and Clinical Psychology—PhD.

Students are selected after careful consideration of their application; GPA, GRE general test scores, letters of recommendation, and areas of academic interest. The MS program is designed to be completed in two years. The PhD program is designed to be completed in four years and the Clinical PhD program in five years (including a one-year internship).

Psychology—MS

The Psychology MS program is not accepting applications for the

2012-2013 academic year.

The master's degree in psychology provides advanced education in preparation for application to doctoral programs; community college, junior college, or high school teaching; and general strengthening of expertise in psychology. It is not intended as a terminal professional

degree.

Requirements for Degree.

- Credit hours (35): Minimum 29 hours of course work plus 6 thesis hours (699R).
- Required courses: B grade or better in Psych 501, 502, 504, 605R (4 semesters), 606 (which should be taken during the first three semesters in residence), two electives, and three of the following: Psych 510, 520, 540, 550, 560, 565, 583, 584.
- Thesis committee selection: By the end of the first semester students must select their thesis committee and submit their study list.
- Electives: Determined in consultation with the thesis committee chair.
- Thesis: A thesis prospectus and oral defense of the prospectus are required.
- Thesis Examination: Oral defense of thesis and examination on related course work.
- Recommended sequence for completing program requirements:
- *First Year:* Fall – Psych 501, 504, 605R, 699R (1 cr), plus 1 course from required list; Winter – Psych 502, 605R, 606, 699R (1 cr), plus 2 courses from study list; Spring – Psych 693 (taught annually only during spring term), Psych 510 or 520 (offered in alternate years).
- *Second Year:* Fall – Psych 605R, Psych 699 (2 cr), plus any remaining courses on study list, thesis prospectus defended and approved; Winter – Psych 605R, Psych 699R (2 cr), complete and defend master's thesis, complete any remaining courses; Spring – Psych 510 or 520 (offered in alternate years). Students are expected to complete all requirements and graduate no later than August of their second year in the program.

Psychology—PhD

The doctoral program in psychology offers rigorous educational experience leading to the PhD degree. The first four semesters of the program are designed to provide broad acquaintance with the substantive areas of the discipline, training in research skills, and introduction to the particular areas of emphasis offered in the program. During the last two years students will pursue specialized course work and training in one of two main emphasis areas: (1) Applied Social Psychology or (2) Behavioral Neuroscience. The required course of study for students in each emphasis area will be determined in consultation with the student's dissertation committee.

Applicants should designate one or more potential faculty mentors in their application. By the end of the second year in the program, all students will have completed an MS degree, including a thesis. During the first semester after completion of the MS degree, students should select the chair and two other members with graduate faculty status as their dissertation committee. They should compose a study list and also begin course work and research in their selected emphasis area in consultation with the dissertation committee chair.

Requirements for Degree.

- Credit hours (64): Minimum 46 hours of course work plus 18 dissertation hours (799R).
- Required core courses: B grade or better in Psych 501, 502, 504, 510, 540, 550, 560, 583, 584, 605R (4 semesters), 606.
- Recommended sequence of program requirements:
- *First Year:* Fall – Psych 501, 504, 605R, 699R (1 cr), plus 1 other course; Winter – Psych 502, 605R, 606, 699R (1 cr), plus 2 classes from major list; Spring – Psych 693 (taught annually only during spring term), Psych 510 or 520 (offered in alternate years).
- *Second Year:* Fall – Psych 605R, 699

(2 cr), plus any remaining courses, thesis prospectus defended and approved; Winter – Psych 605R, 699R (2 cr), complete and defend thesis, plus complete any remaining courses. Spring – Psych 510 or 520 (offered in alternate years). Students are expected to complete all requirements and graduate with the MS degree no later than August of their second year in the program.

- *Third Year:* Specialize in an emphasis area, take required course work selected in consultation with the dissertation committee chair, and complete a literature review in consultation with the dissertation committee. Submit and defend a dissertation prospectus and begin dissertation research in consultation with the dissertation committee chair.
- *Fourth Year:* Complete any remaining courses, complete dissertation research, and author and defend the dissertation. Students must complete 18 hours of dissertation credit (Psych 799R) as part of the dissertation requirement.
- Literature review: Students will complete a major literature review in consultation with the dissertation committee. The review should constitute a contribution to the discipline and demonstrate mastery of the published literature in the selected topic. The topic may or may not be related to the student's dissertation. The review must be approved by the dissertation committee.
- Dissertation: By summer term in their fourth year, students should complete and defend a dissertation in their chosen emphasis area (including a manuscript suitable for submission for publication that is appended to the dissertation, unless exempted in individual cases by the dissertation committee and the emphasis area faculty chair). All students should graduate no later than August of their fourth year in the program.

Psychology - Clinical—PhD

The clinical psychology training program at Brigham Young University leads to the PhD degree and is fully accredited by the Committee on Accreditation, formerly the American Psychological Association Accreditation. (Information on accreditation can be obtained from the Committee on Accreditation, 202-336-5979, or the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE Washington, DC 20002-4242, or at www.apa.org/ed/accreditation/.) This program is designed to be completed in five years, including a one-year, full-time internship at an approved agency. Candidates with varied backgrounds who have strong academic and clinical promise are encouraged to apply.

The philosophy of the clinical training program adheres to the scientist-practitioner model. Training focuses on academic and research competence as well as theory and practicum experiences necessary to develop strong clinical skills.

The program at Brigham Young University is eclectic in its theoretical approach, drawing from a wide range of theories and orientations in an attempt to give broad exposure to a diversity of traditional and innovative approaches. All students receive a basic core of training in adult clinical psychology. They may also elect to take a special emphasis in (1) Child, Adolescent, and Family Clinical Psychology, (2) Clinical Neuropsychology, or (3) Clinical Research.

Requirements for Degree.

- The program requires the development of broad competencies described in the Graduate Programs Handbook and the Practicum Handbook. Thus, the program is not merely a series of courses and experiences. In addition to the requirements listed below, the student must demonstrate competence to advance through the various phases of the degree program, including the internship and clearance for graduation.

PSYCHOLOGY

- Credit hours (118 minimum; B grade or better).
- Research requirements: 8 hours of graduate data analysis (Psych 501, 502); 6 hours of research methodology (Psych 504, 505); 18 hours of dissertation (Psych 799R).
- General core courses: 6 hours of biological bases of behavior (Psych 583 or 585; 687R); 6 hours of social-cultural bases of behavior (Psych 550, 645); 3 hours of cognitive-affective bases of behavior (Psych 584); 3 hours of human development (Psych 520); 3 hours of history and systems (Psych 510); 3 hours of personality (Psych 540), waived if undergraduate course is completed.
- Clinical core courses: 3 hours of ethics and standards (Psych 609); 9 hours of assessment (Psych 622, 623, plus an elective); 12 hours of psychotherapy (Psych 651, 652, 653, 654. Note: 654 is strongly recommended but not required for neuropsychology students); 4 hours of psychopathology (Psych 611).
- Clinical practica: 19 hours of clinic practica (Psych 741R); 2 hours of clerkships (Psych 743R); 3 hours of case conferences (Psych 740R); 3 hours of externships optional but strongly recommended (Psych 700R); 6 hours of internship (Psych 745, 746, 747, and 748).
- Emphasis sequences: a sequence of elective courses may be taken in the following emphasis areas: Child, Adolescent, and Family Clinical Psychology; Clinical Neuropsychology; Clinical Research.
- Dissertation (including a manuscript in a form suitable for submission for publication appended to the dissertation) to be completed before the internship.
- Internship: One-year internship in a setting approved by the clinical director. Before entering the internship, students complete all other requirements.
- Examinations: (a) comprehensive examinations in second and third

years; (b) oral defense of prospectus and dissertation.

For additional information about the program, write or call the secretary or the director of clinical training, 284 TLRB, Provo, UT 84602-8610, telephone (801) 422-4050.

FINANCIAL ASSISTANCE

Departmental financial aid is available in various forms: teaching and research assistantships, student instructorships, and tuition stipends.

RESOURCES AND OPPORTUNITIES

Comprehensive Clinic. This clinic is a unique interdisciplinary training and research facility housing audiovisual and computer resources and a staff of skilled technicians and secretaries to support graduate student and faculty research. The clinic currently functions as an APA-approved clinical psychology laboratory for the Psychology Department. In addition, the clinic provides the university and the broader community with mental health services, serving between 200 and 250 clients each week. The clinic contains twelve counseling rooms, four seminar rooms, and two large classrooms equipped with video cameras and portable playback units. Fourteen small session rooms are equipped for audio recording.

Externship Opportunities. In addition to practicum experiences in the Comprehensive Clinic, the clinical program arranges a number of reimbursed training placements in community agencies as well as two required unpaid clerkship experiences, including such sites as Utah State Hospital, Utah State Prison, facilities for children with developmental disabilities, private practices, medical centers, and government agencies. These clerkships and externships are arranged and managed by the executive coordinator of clinical psychology and the director of clinical

training and are supervised by on-site licensed professionals, who typically hold adjunct appointments in the Psychology Department. At present, clerkships and externships are available in more than 25 different settings. These opportunities provide an excellent foundation for the integration of classroom experiences with practical work applications.

Family, Home, and Social Sciences Computing Center. The center assists faculty and students with data processing and other computing needs on mainframe and personal computers. Technical support and consultation services for both statistics and graphics are available to students working on research projects, theses, and dissertations. Special computer facilities in the Psychology Department support research in psycholinguistics, neuroimaging, neurophysiology, social psychology, and the experimental analysis of human and animal behavior.

The FHSS College also provides additional research and academic support through the Camilla Eyring Kimball Chair; the Marjorie Pay Hinckley Chair; the Mary Lou Fulton Chair; the Lemuel H. Redd, Jr., Chair in Western History; the J. Fish and Lillian F. Smith Chair of Economics; and the Family History Services unit.

COURSE DESCRIPTIONS

PSYCH

501. Data Analysis in Psychological Research 1. (4)

Prerequisite(s): Psych 301; or Stat 121, 222, 223; or equivalent; or instructor's consent.

Using and interpreting major quantitative methods in psychology; some commonly used computer methods.

502. Data Analysis in Psychological Research 2. (4)

Prerequisite(s): Psych 501 or instructor's consent.

Introduction to multivariate data analysis methods, including multivariate analysis of variance, factor analysis, discriminant analysis, multivariate multiple regression, canonical correlation, structural equations modeling, cluster analysis, etc.

503. Research Measurement. (3)

Prerequisite(s): Psych 501 or instructor's consent.

Classical true score and item response theories; estimation procedures for instrument reliability and validity.

504. Research Design. (3)

Prerequisite(s): Concurrent enrollment in Psych 501.

Overview of designs used in psychotherapeutic literature, emphasizing critical analysis of empirical research.

505. Clinical Research. (3)

Prerequisite(s): Psych 503, 504; or instructor's consent.

Overview of research examining processes and outcomes of psychological treatments for psychological disorders.

510. History and Systems of Psychology. (3)

Prerequisite(s): Psych 210 or equivalent; or instructor's consent.

Survey of origins and development of modern psychology, including consideration of the schools and theoretical systems.

511. Philosophy of Science for the Social Sciences. (3)

Prerequisite(s): Instructor's consent or admission to PhD program.

Issues in philosophy of science as they apply to social sciences, including methods, epistemology, and construction of knowledge.

512. Qualitative Research Methods. (3)

Prerequisite(s): Psych 501, 502; or instructor's consent.

Theories and methods of qualitative research emphasizing philosophical assumptions, question formulation, data gathering, interpretation, and presentation of findings.

520. Advanced Developmental Psychology. (3)

Prerequisite(s): Psych 320, 321, or 322 or equivalent; or instructor's consent.

Major research in developmental psychology, emphasizing theory, content, and methodology.

531. Organizational Psychology. (3)

Prerequisite(s): Psych 330 or equivalent; or instructor's consent.

Personal and interpersonal aspects of organizational life: goal setting, decision making, problem solving, communication, control, leadership, motivation, and change.

535. Behavior Modification Techniques. (3)

Prerequisite(s): Psych 361 or equivalent; or instructor's consent.

Practical application of behavior modification to academic discipline; emotional target behaviors of individuals and groups.

540. Personality Theory. (3)

Prerequisite(s): Psych 341 or equivalent; or instructor's consent.

Contemporary theories of personality developed within the framework of major psychological systems.

550. Theory and Research in Social Psychology. (3)

Prerequisite(s): Psych 350 or equivalent; or instructor's consent.

Current theories and research on interaction with others.

552. Applied Social Psychology. (3)

Prerequisite(s): Psych 352 or equivalent; or instructor's consent.

Overview of domains in which social psychological theory and research have been applied in field settings.

555. Group Dynamics. (3)

Prerequisite(s): Psych-Soc 350 or equivalent; or instructor's consent.

Theories and research on small-group processes and mass behavior.

560. Learning Theory. (3)

Prerequisite(s): Psych 361 or equivalent; or instructor's consent.

Critical review of current theories and persistent issues.

565. Motivational Psychology. (3)

Prerequisite(s): Psych 365 or equivalent; or instructor's consent.

Theoretical, historical, and empirical overview; recent trends and issues; role of animal studies; methodological issues.

575. Cognitive Processes. (3)

Prerequisite(s): Psych 370, 375; or equivalents; or instructor's consent.

Theory and research in perception, attention, language, problem solving, and other thinking processes.

578R. Seminar in Mathematical Psychology. (3)

Prerequisite(s):

Variable topics concerning the application of mathematical and statistical methods to psychology, with emphasis on jointly publishing a methods paper.

583. Biological and Health Psychology. (3)

Prerequisite(s): Psych 381, 382; or equivalents; or instructor's consent.

In-depth examination of biological bases of behavior from perspective of health and disease.

584. Cognition, Affect, and Brain Function. (3)

Prerequisite(s): Psych 381 or equivalent; or instructor's consent.

Basic principles of cognition and affect as they relate to normal brain function and following neural disease or injury.

585. Human Neuropsychology. (3)

Prerequisite(s): Psych 381, 382; or equivalents; or instructor's consent.

Critical study of brain-behavior relationships.

586. Hormones and Behavior. (3)

Prerequisite(s): Psych 381, 382; or equivalents; or instructor's consent.

Neural and endocrine mechanisms underlying behavior.

587. Sensory and Perceptual Processes. (3)

Prerequisite(s): Psych 370, 381; or equivalents; or instructor's consent.

Critical examination of sensory mechanisms and perceptual organization.

600R. Seminar in Research Methods. (3)

Prerequisite(s): Psych 501.

Research strategies, methods, and design including measurement, scaling, questionnaire construction, reliability, validity, and experimental and statistical designs.

605R. Professional Seminar in Psychology. (0.5)

Prerequisite(s): Acceptance into MS program.

Assessing current research across all domains of psychology and related fields; providing communication and career-seeking skills.

606. Professional and Ethical Issues in Psychology. (1)

Prerequisite(s): Acceptance into PhD program.

Ethical issues in professional and scientific psychology.

609. Professional and Ethical Issues in Clinical Psychology (3)

Prerequisite(s): Acceptance into clinical psychology program.

Ethical issues from a historical and contemporary framework.

610. Theory and Philosophy in Psychology. (3)

Prerequisite(s): Instructor's consent or admission to PhD program.

Philosophical issues underlying psychology, including the nature and importance of theory and theorizing.

611. Psychopathology. (4)

Prerequisite(s): Acceptance into clinical psychology program.

Diagnosis and etiology of mental and emotional disorders in children and adults.

612. Developmental Psychopathology. (3)

Prerequisite(s): Psych 611; acceptance into clinical psychology program.

Advanced study of etiology, diagnosis, prevalence, associated features, and theories of psychological and developmental disorders in children and adolescents.

622. Assessment 1: Intelligence. (3)

Prerequisite(s): Acceptance into clinical psychology program.

Methods used in assessing intellectual status in children and adults.

623. Assessment 2: Personality. (3)

Prerequisite(s): Acceptance into clinical psychology program.

Methods used in assessing the personality and behavioral characteristics of children and adults.

624. Assessment 3: Rorschach Technique. (3)

Prerequisite(s): Acceptance into clinical psychology program.

Theory and skill training in administering, scoring, and interpreting the Rorschach Test.

625. Advanced Objective Assessment. (3)

Prerequisite(s): Acceptance into clinical or school psychology program.

In-depth look at MMPI.

631. Professional Issues in Organizational Psychology. (3)

Prerequisite(s): Psych 531.

Consultant involvement in executive and management decision making, focusing on social responsibility and ethics.

640R. Seminar in Personality (3)

Prerequisite(s): Psych 540.

Intensive analysis of selected current topics in personality research and theory.

641R. Values, Religion, and Mental Health. (0.5-3)

Prerequisite(s):

Values and religious issues in personality, psychotherapy, prevention, and mental health education.

645. Cultural Diversity and Gender Issues. (3)

Prerequisite(s):

Clinical issues in the context of cultural diversity and contemporary social trends.

648R. Seminar in Theoretical/Philosophical Psychology. (3)

Prerequisite(s): Instructor's consent or acceptance into PhD program.

Analysis of theoretical and philosophical issues in the discipline of psychology.

650R. Seminar in Social Psychology. (3)

Prerequisite(s): Psych 552 and instructor's consent.

Variable topics including attitude change, social cognition, prosocial and antisocial behavior, group dynamics, and organizational psychology.

651. Psychotherapy 1: Relationship and Psychodynamic. (3)

Prerequisite(s): Acceptance into clinical psychology program.

Theory and techniques employed in psychotherapy that focus on relationship and psychodynamic approaches.

652. Psychotherapy 2: Cognitive - Behavioral. (3)

Prerequisite(s): Acceptance into clinical psychology program.

Theory, treatment principles, and techniques of cognitive-behavioral therapy.

653. Psychotherapy 3: Child and Adolescent. (3)

Prerequisite(s): Acceptance into clinical psychology program.

Theory and treatment techniques of child and adolescent therapy.

654. Psychotherapy 4: Group. (3)

Prerequisite(s): Acceptance into clinical psychology program.

Theory and techniques of small-group processes.

655. (Psych-Soc 630) Attitude Measurement and Change. (3)

Prerequisite(s): Instructor's consent.

Attitude development, change, and assessment, focusing on both individual and mass persuasion.

660R. Seminar in Learning. (3)

Prerequisite(s): Instructor's consent.

Critical review of contemporary literature in field of learning psychology.

667R. Seminar in the Experimental Analysis of Behavior. (3)

Prerequisite(s): Instructor's consent.

Intensive overview of current research and theory and attendant philosophy of behaviorism.

675. Personality Dynamics. (3)
Prerequisite(s): Acceptance into clinical psychology program.

Theories and applications to clinical situations.

677R. Seminar in Cognitive Processes. (3)

Prerequisite(s): Psych 575.

Advanced topics in cognitive science and applied artificial intelligence.

680. Clinical Neuropsychology. (3)

Prerequisite(s): Psych 585; acceptance into clinical psychology program.

Comprehensive study of the human dysfunctional brain.

684. Advanced Behavioral Neurobiology. (3)

Prerequisite(s): Psych 381, 382; or equivalents.

Intense examination of contemporary developments in psychobiology and behavioral neurosciences.

685R. Seminar in Behavioral Neurobiology. (3)

Prerequisite(s):

Critical examination of topics of current interest taken from contemporary literature.

687R. Seminar in Psychopharmacology. (3)

Prerequisite(s): Psych 585 or equivalent.

Major classes of psychoactive drugs, emphasizing drug-behavioral interactions.

693. Teaching Psychology. (3)

Prerequisite(s): Enrollment in master's or PhD program.

Prepares graduate students for independent teaching experiences.

694. Psychology Teaching Practicum. (1)

Prerequisite(s): Psych 693.

Lab portion of Psych 693 entailing actual teaching experience and its supervision.

695R. Independent Readings. (0.5-3)

Prerequisite(s): Instructor's consent.

Faculty-supervised readings as arranged by student.

697R. Independent Research. (0.5-4)

Prerequisite(s): Instructor's consent.

Faculty-supervised research as arranged by student.

699R. Master's Thesis. (0.5-9)

Prerequisite(s):

Concluding research for master's program, culminating in final oral examination.

700R. Externship in Clinical Psychology. (0.5)

Prerequisite(s):

Supervised reimbursed experience in community agencies.

710R. Readings in Clinical Psychology. (0.5-3)

Prerequisite(s): Acceptance into clinical psychology program.

Guided individual study in various topics.

711R. Topics in Clinical Psychology (0.5-3)

Prerequisite(s): Acceptance into clinical psychology program.

Theory and practice in specific topics.

712R. Topics in Neuropsychology. (3)

Prerequisite(s): Acceptance into clinical psychology program.

Current topics, including neuroanatomy and adult and child assessment. Other topics as determined by student interest.

740R. Case Conference. (0.5)

Prerequisite(s): Acceptance into clinical psychology program.

Case presentations; professional, ethical, and research issues pertinent to assessment and intervention.

741R. Integrative Practicum. (0.5-3)

Prerequisite(s): Acceptance into clinical psychology program.

Supervised assessment and intervention, integrating psychopathology diagnosis and treatment.

742R. Projects in Clinical Psychology. (3)

Prerequisite(s): Acceptance into clinical psychology program.

Advanced study or skill training in various areas.

743R. Clerkship in Clinical Psychology. (1)

Prerequisite(s): Acceptance into clinical psychology program.

Supervised experience in community agencies.

745. Clinical Internship. (2)

Prerequisite(s): Acceptance into clinical psychology program.

Full-time training at approved mental health agency.

746. Clinical Internship. (2)

Prerequisite(s): Acceptance into clinical psychology program.

Full-time training at approved mental health agency.

747. Clinical Internship. (1)

Prerequisite(s): Acceptance into clinical psychology program.

Full-time training at approved mental health agency.

748. Clinical Internship. (1)

Prerequisite(s): Acceptance into clinical psychology program.

Full-time training at approved mental health agency.

799R. Doctoral Dissertation. (0.5-9)

Prerequisite(s):

Concluding research for doctoral program, culminating in final oral examination.

FACULTY

Baldwin, Scott A., *Assistant Professor*, PhD, University of Memphis, 2006. Psychotherapy Outcome and Process Research: Quantitative Methodology: Program Evaluation

Barlow, Sally H., *Professor*, PhD, University of Utah, 1978. Theory and Training in Individual and Group Therapy: Diversity

Bigler, Erin D., *Professor*, PhD, Brigham Young University, 1974. Neuropsychology: Neuroanatomy: Neuroimaging

Braithwaite, Scott R., *Assistant Professor*, PhD, Florida State University, 2010. Prevention of Marital Dysfunction and the Secondary Consequences that Attend It: The Influence of Close Relationships on Physical and Mental Health: Partner Selection

Brown, Bruce L., *Professor*, PhD, McGill University, Canada, 1969. Statistical and Mathematical Methods and Measurement: Psycholinguistics

tics: Theory and Philosophy

Burlingame, Gary M., *Professor*, PhD, University of Utah, 1983. Group Therapy: Process and Outcome: Outcome Assessment: Measurement/Methodology

Carpenter, Bruce N., *Associate Professor*, PhD, University of Wisconsin, Madison, 1980. Clinical Assessment: Psychopathology: Stress and Coping: Hypersexuality

Flom, Ross, *Associate Professor*, PhD, University of Minnesota, 1999. Perceptual and Cognitive Development in Human Infants

Gale, Shawn D., *Associate Professor*, PhD, Brigham Young University, 1994.

Gantt, Edwin E., *Associate Professor*, PhD, Duquesne University, 1998. Philosophical Foundations of Psychological Science: Theories of Religion and Religious Experience: Theories of Altruism and Empathy: Qualitative and Alternative Research Methods: Critical Examination of Naturalistic and Evolutionary Approaches to Psychology

Hardy, Sam A., *Assistant Professor*, PhD, University of Nebraska-Lincoln, 2005. Adolescent and Adult Development: Personality: Morality: Religiosity: Self and Identity: Agency: Theory and Philosophy

Hedges, Dawson W., *Professor*, MD, University of Utah, 1988. Psychiatry: Neuroscience: Electroencephalography

Higley, J. Dee, *Professor*, PhD, University of Wisconsin, 1985. Developmental Psychopathology, Psychobiology, and Primate Behavior

Holt-Lunstad, Julianne, *Associate Professor*, PhD, University of Utah, 2001. Social Relationships: Stress and Coping: Psychoneuroendocrinology: Psychophysiology: Health Psychology

Hopkins, Ramona O., *Professor*, PhD, University of Utah, 1996. Cognitive Neuroscience and Neurobiological Approaches to Cognition: Brain Imaging: Brain Behavior Relationships Following Anoxia and Brain Injury: Effects of Brain Injury on Emotion: Health Related Quality of Life: and Family Stress Due to Illness

Jensen, Chad D., *Assistant Professor*, PhD, University of Kansas, 2011.

Kirwan, C. Brock, *Assistant Professor*, PhD, Johns Hopkins University, 2006. Memory: Amnesia: Functional Neuroimaging

Lambert, Michael J., *Professor*, PhD, University of Utah, 1971. Research in Psychotherapy Process and Outcome: Measuring Treatment Outcomes

Larson, Michael J., *Assistant Professor*, PhD, University of Florida, 2008. Neuropsychology: Cognitive Neuroscience: Neuroimaging: Cognitive Changes Following Traumatic Brain Injury: Cognitive Processes in Psychopathology such as Obsessive-Compulsive Disorder

Miller, Harold L., *Professor*, PhD, Harvard University, 1975. Experimental Analysis of Learning and Motivation: Behavioral Economics: Self-control: Evolutionary Psychology: Educational Assessment: Pedagogy: Educational Reform

Nielsen, Stevan Lars, *Clinical Professor*, PhD, University of Washington, 1984. Developmental Psychology: Quantitative Methods

Reber, Jeffrey S., *Associate Professor*, PhD, Brigham Young University, 2000. Critical Thinking: Teaching of Psychology: Altruism: Relational Social Psychology: Religion and Psychology

Ridge, Robert D., *Associate Professor*, PhD, University of Minnesota, 1993. Media Influences on Anti-

and Prosocial Behavior: Interpersonal Interaction: Applied Social Psychology

Slife, Brent, *Professor*, PhD, Purdue University, 1981. Conceptual Underpinnings of Personality and Psychotherapy: Relational and Theistic Approaches to Psychology

South, Mickle, *Assistant Professor*, PhD, University of Utah, 2005. Autism Spectrum Disorders: Social Emotion/Motivation, Functional Neuroimaging, Restricted/Repetitive Behaviors and Interests, Diagnostic Issues

Spangler, Diane L., *Associate Professor*, PhD, University of Oregon, 1994. Depression: Cognitive Theory: Cognitive Behavioral Therapy: Eating Disorders

Steffen, Patrick R., *Associate Professor*, PhD, University of Miami, 1998. Clinical Health Psychology: Stress and Development of Disease: Spiritual and Cultural Factors in Health

Steffensen, Scott, *Associate Professor*, PhD, University of Utah, 1987. Addiction: Learning/Memory: Anesthesia and Consciousness: Neuroscience

Warren, Jared, *Associate Professor*, PhD, University of Kansas, 2003. Clinical Child and Adolescent Psychology: Evaluating Child Psychotherapy Outcomes and Processes

Williams, Richard N., *Professor*, PhD, Purdue University, 1981. Theoretical and Philosophical Foundations of Psychology

Yamawaki, Niwako, *Associate Professor*, PhD, University of Utah, 2002. Counseling Psychology: Gender Role and Sexism: Cross-Cultural Studies: Attitude Toward Mental Health: Individualism/Collectivism

PUBLIC MANAGEMENT, GEORGE W. ROMNEY INSTITUTE OF

Director: Hart, David W.

760 TNRB

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Web site: <http://mpa.byu.edu>

THE PROGRAMS OF STUDY

Administered through the Romney Institute of Public Management, the master of public administration (MPA) program prepares men and women for leadership in the public and nonprofit sectors.

Leadership in this context provides unique opportunities for service to others. The faculty and students of the MPA program are dedicated to the philosophy that students should develop excellence in both knowledge and management skills, based on a solid ethical foundation. The success of this philosophy is demonstrated by the wide variety of leadership positions now held by alumni throughout the world in state and local governments, federal agencies, research organizations, business firms, and diverse nonprofit organizations. Graduates are employed in a variety of careers, such as city managers, personnel directors, policy analysts, nonprofit program directors, and finance directors.

Today the public sector is called on to assist in areas that were traditionally the sole domain of profit organizations. Never before has there been a greater need for professionally trained public managers, and never before has there been greater opportunity for dedicated and qualified public managers to provide leadership in shaping the course of human affairs through public institutions and programs.

The Romney Institute offers two programs leading to the MPA degree: full-time and executive. Both are accredited by the National Association of Schools of Public Affairs and

Administration (NASPAA). The full-time program requires two years; approximately sixty students are admitted each year. The executive program is taught one night a week for three years. Approximately fifty students are admitted each year.

Public Administration—MPA

The full-time MPA program is designed to provide an understanding of the essential body of knowledge and to develop the basic skills needed for professional management. Such essentials include quantitative analysis, managerial economics, organizational behavior, strategy, human resource management, accounting, budget and finance, ethics, and communication. These skills are taught through practical class and field experiences, case studies, formal and computer simulations, and special workshops and seminars. Second-year courses are designed around an individual's desired area of emphasis. Such areas include: local government management, human resource management, financial and management analysis, and nonprofit management. Emphasis in each of these concentrations is given to the conceptualization of the larger political and social issues as they relate to the administration of government and nonprofit programs.

Requirements for Degree.

- Credit hours: 57
- Required courses: 42 credit hours
- *First-year program:* courses in economic decision making, decision analysis, organizational behavior, communication, administrative environment, budgeting, statistics, finance, human resource management, and career development.
- *Second-year program:* courses in ethics, legal issues, and management strategy.
- *Emphasis courses.* One of the following areas of emphasis is chosen by the beginning of the second semester: local government management, human resource manage-

ment, financial and management analysis, or nonprofit management.

- *Electives:* Courses determined in consultation with advisor.

The preceding does not represent the full range of requirements and opportunities in the program. See academic advisor for greater detail.

Public Administration - Executive Program—MPA

Persons with significant public management experience who desire to pursue the master's degree program while continuing to work full-time are encouraged to apply. All courses in the program are offered in the evening, one night a week for three years at the BYU Salt Lake Center.

The executive MPA program consists of successful completion of 45 semester hours of approved course work. Classes are scheduled in such a way that students take six hours per semester (three hours per term). The executive MPA is a general degree and does not offer specialization in functional areas.

FINANCIAL ASSISTANCE

The Romney Institute of Public Management utilizes the Marriott School's financial aid provisions. Qualified MPA students can receive aid from the following: the Marriott School of Management Scholarship Fund, private scholarship donations, assistantship opportunities, and loan assistance.

Scholarships. The Marriott School of Management offers scholarships to Marriott School students through the college, departments and programs. One application online at marriott-school.byu.edu/aid allows students to apply for all scholarships the Marriott School offers.

Assistantships. Research and teaching assistantships are available for qualified second-year students.

Loans. Several loans are available for Marriott School students:

- Marriott School loans: available to full-time Marriott School day students. Marriott School loans are handled on an individual basis, dependent on financial need and standing within the participating program.
- BYU short-term loans: available for up to the cost of tuition only.
- Federal Stafford loans: subsidized by the U.S. government. Not available for international students.

More information on and applications for these loans are available from the BYU Financial Aid Office, A-41 ASB, (801) 422-4104.

RESOURCES AND OPPORTUNITIES

The N. Eldon Tanner Building. The Tanner Building, which houses the Marriott School of Management, is one of the finest facilities of its kind. The original building, with a dramatic seven-story atrium, was recently updated with a new four-story addition. The addition boasts thirty-nine team study rooms, six large case rooms, the Blue Line Deli, and adds 76,000 square feet to the existing building.

The Marriott School of Management. The Marriott School is recognized as one of the outstanding management schools in the nation. Faculty are actively engaged in research and publication, and they fill leadership positions in a number of national professional organizations. The school has developed innovative educational programs that include internships, executive visitation programs, special student consulting and research projects, and other activities designed to bring management education and training closer to management practice. This is accomplished, in part, through the Marriott School's National Advisory Council.

The National Advisory Council. Consisting of more than 160 prominent business and government executives, the National Advisory Council lends major support to the Marriott School. Students benefit by interacting with council members in special campus lectures and seminars and by visiting or working with these executives in their respective organizations. Furthermore, the council assists students with placement opportunities, helps develop funding sources for scholarships, and provides professional development for faculty members.

COURSE DESCRIPTIONS

P MGT

552. Nonprofit Resource Development. (1.5)

Prerequisite(s):

Resource development skills including grant writing and contract management.

582. Managerial Ethics. (3)

Prerequisite(s): Marriott School of Management graduate school status.

Introduction to ethical theory and its application to managerial issues.

603. Managerial Accounting and Computer Concepts. (3)

Prerequisite(s):

Accounting systems and processes emphasizing use of management control, financial analysis, decision making, performance evaluation. Spreadsheets and database management.

612. Economic Decision Making for Managers. (3)

Prerequisite(s):

Basic microeconomic theory and tools applied to strategic decision making and management strategy.

619R. Seminar in Economic Analysis. (0.5-3)

Prerequisite(s):

Advanced study in economics with variation in topics to meet current needs.

621. Public and Nonprofit Budgeting. (3)

Prerequisite(s):

Management of public and nonprofit financial resources: budget allocation, control, and planning.

622. Governmental Finance. (3)

Prerequisite(s):

Acquisition and management of government financial resources such as taxes, user fees, and revenue sharing.

623. Nonprofit Structure and Finance. (3)

Prerequisite(s):

Introduction to the study of nonprofit organizations, including history, philosophy, organizational structure, government relations, and applicable laws.

625. Debt Management. (3)

Prerequisite(s):

Advanced study of capital markets, debt instruments, bond issues, debt servicing, and financial disclosure requirements.

626. Budgeting and Finance. (3)

Prerequisite(s):

Exploring policies and systems to guide the acquisition and management of financial resources for governmental functions.

627. Cash Management and Investments. (3)

Prerequisite(s):

Cash-management systems, policies, and processes in the public-sector; banking services and relationships; and the investment of idle funds.

628. Public Program Evaluation. (3)

Prerequisite(s):

Principles and methodologies of evaluating programs and assessing program effectiveness in governmental and nonprofit entities.

629R. Seminar in Financial Management. (0.5-3)

Prerequisite(s):

Advanced study in public-sector financial management and analysis, with variation of topics to address emerging issues and meet current needs.

630. Statistical Analysis. (3)

Prerequisite(s):

Introduction to research methods and applied basic statistical procedures including sampling, descriptive statistics, inferential statistics, and linear and multiple regression.

632. Quantitative Decision Analysis. (3)

Prerequisite(s):

Effective decision making using software decision-analysis tools and applications to important managerial decisions.

633. Advanced Decision Modeling. (3)

Prerequisite(s):

Spreadsheet decision analysis tools to provide powerful support for decision making in the public sector.

634. Data Analysis and Forecasting. (3)

Prerequisite(s):

Using statistical and smoothing models to facilitate decision making in the public, nonprofit, and private sectors. Applying time series and casual modeling to identify and forecast trend, cyclical, and seasonal patterns in revenue, expenditure, and macroeconomic data.

638. Public Services Management. (3)

Prerequisite(s):

Managing operating systems and processes involving direct or indirect interaction with customers, including government and other public services.

640. Human Resource Management. (3)

Prerequisite(s):

Current theory and practice of human resource management in the public and not-for-profit sectors.

641. Organizational Behavior. (3)

Prerequisite(s):

Personal effectiveness in organizations; increased awareness of interpersonal strengths and weaknesses.

642R. Executive Lectures in Public Management. (3)

Prerequisite(s):

643. Leadership in Public Administration. (3)

Prerequisite(s):

Key aspects of leadership in the public and not-for-profit sectors. Concepts include applied leadership theories, power and politics, conflict, and negotiation.

645. Human Resource Law. (3)

Prerequisite(s):

Introduction to human resource law.

648. Advanced Human Resource Management. (3)

Prerequisite(s):

The human resource manager's role in the strategic planning and operation of public and nonprofit organizations. Emerging issues and current trends and practices explored.

649R. Seminar in Human Resource Management. (0.5-3)

Prerequisite(s):

Advanced study in human resource management with variation in topics to meet current needs.

650. Public and Nonprofit Marketing. (3)

Prerequisite(s):

Role and application of marketing management in activities of government agencies and nonprofit institutions, emphasizing marketing research, analysis, and strategy.

651. Nonprofit Organization Management. (3)

Prerequisite(s):

Managing the various stakeholders in the nonprofit sector, including staff, volunteers, boards of directors, political leaders, media, and other internal and external factors unique to the nonprofit sector.

659R. Grantwell. (1.5)

Prerequisite(s):

Project-based course exploring real-world issues in philanthropy. Understanding resource development, strategic funding priorities, applicant assessment, grant evaluation, and grant management through projects with large individual and institutional donors.

662. Communication in Public Administration. (3)

Prerequisite(s):

Crucial communication skills for managers and leaders in public and not-for-profit organizations. Emphasis on writing and oral presentations.

671. State and Local Government Law. (3)

Prerequisite(s):

Introduction to legal principles involving governmental powers in a federal system, land use, state and local finance, public meetings/records, contracts, and liability for government actions.

675. Local Government 1: Form of Government and Service Delivery. (3)

Prerequisite(s):

Introduction to the dynamic world of local government. Topics include forms of government, political relationships and policy making, and issues of service delivery.

676. Local Government 2: Planning, Land Use, and Growth. (3)

Prerequisite(s):

Current issues facing local governments, including planning, land use and zoning, annexation, growth and sprawl, economic development, and other contemporary issues.

682. Ethics for Management. (3)

Prerequisite(s):

Ethical theory and its application to managerial issues. Ethical conflict and dilemmas and choosing between conflicting goods.

683. Legal Issues in Public Administration. (3)

Prerequisite(s):

Introduction to legal issues affecting public administration, including the legislative and judicial processes, administrative law, and basic constitutional law.

684. Administrative Environment. (3)

Prerequisite(s):

Introduction to the process of government and the legal, political, and social environment of public administration.

PUBLIC POLICY PROGRAM

685. Management Strategy (3)

Prerequisite(s):

Developing mission and goals, analyzing environment, and assessing and developing organization capacity.

686. Public Administration Capstone. (3)

Prerequisite(s):

Exploration of critical issues in public administration in the context of the theories presented in the MPA program.

687. Qualitative Public Decision Making. (3)

Prerequisite(s):

Qualitative, political, and constructive approaches to analyzing public issues.

688. Performance Measurement. (3)

Prerequisite(s):

Developing, critically evaluating, and effectively using performance measures in managing and evaluating public programs and public service organizations, emphasizing policies, programs, and organizations rather than individuals.

689R. Seminar in Public Management. (0.5-3)

Prerequisite(s):

Varied public management topics that address emerging issues and meet current needs.

690R. Public Management Field Study. (1-3)

Prerequisite(s):

Faculty-directed applied research and technical assistance projects for public and nonprofit organizations.

691R. Readings and Conference. (0.5-3)

Prerequisite(s): departmental consent.

Individualized readings and consultations.

692R. Directed Research. (0.5-3)

Prerequisite(s): departmental consent.

Application of research methods relative to managers.

693R. Practicum. (0.5-4)

Prerequisite(s): departmental consent.

Planned application of administrative concepts in a management work situation and analysis of the impact.

FACULTY

Adolphson, Donald L., *Professor*, PhD, University of Wisconsin, Madison, 1973. Decision Modeling and Analysis: Ethics

Agle, Bradley R., *Professor*, PhD, University of Washington, 1993. Ethics: Leadership

Cornia, Gary C., *Professor*, PhD, Ohio State University, 1979. Public Finance: Budgeting

Facer, Rex L., *Associate Professor*, PhD, University of Georgia, 2002. Local Government: Public Budgeting: Leadership

Hart, David W., *Associate Professor*, PhD, State University of New York, Albany, 1997. Ethics: Organizational Theory

Nelson, Ray D., *Associate Professor*, PhD, University of California, Berkeley, 1975. Finance: Quantitative Methods

Thompson, Jeffery A., *Associate Professor*, PhD, University of Minnesota, 1999. Leadership: Ethics

Wadsworth, Lori L., *Associate Professor*, PhD, University of Utah, 2003. Human Resource Management: Ethics: Leadership

Walters, Lawrence C., *Professor*, PhD, University of Pennsylvania, 1987. Policy Analysis: Public Finance

Witesman, Eva H., *Assistant Professor*, PhD, Indiana University, Bloomington, 2008. Nonprofit Management: Public Program Evaluation: Quantitative Methods

PUBLIC POLICY PROGRAM

Graduate Coordinator: Wilson, Sven E.

822 SWKT

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THE PROGRAMS OF STUDY

The interdisciplinary MPP degree in public policy analysis seeks to equip students with the skills required to evaluate laws, regulations, programs, and other efforts of governments. Public policy is not simply the aggregation of demands individuals and groups make on governments. It is ultimately concerned with ideas of justice, fairness and other values that are at the heart of democratic government, with expectations of economic efficiency, and with societal choices concerning the allocation of resources and distribution of benefit and burdens.

The study of public policy analysis involves and draws on, in general, several core disciplines, particularly economics, political science, and statistics, in assessing policy choices. Analyses of specific policies may borrow from a number of relevant disciplines, such as biology, education, engineering, family sciences, geography, sociology, and social work.

Among the kinds of questions public policy students study are: What are governments doing to address social, economic, and natural resource problems, and how successful are they? What principles can guide government officials in intervening in the lives of families and individuals? How can the effectiveness of policies be compared and evaluated?

Graduates who have an understanding of the political process, how government works, and the nature of specific public policies are in a strong position to play a major role in helping these organizations deal with the public policies affecting them.

Studying public policy may also help prepare students for further study in economics, law, political science, public administration, and related fields.

Public Policy—MPP

The public policy master's program prepares students for careers as policy analysts in all levels of government and in other organizations that seek to study and affect public policy. Although most of the opportunities are in state and local government agencies, students may also pursue careers with the federal government and with international organizations.

The combination of general political and analytic skills with preparation in a specific policy area gives students a strong background for a wide variety of positions. Some students may choose careers that are specialized and focus on particular areas of policy, such as social welfare, education, environmental protection, natural resource preservation, housing, or health care, or they may choose more general or politically oriented careers. The study of public policy also prepares students for work in the private sector and non-profit organizations and other areas that interact with government.

Requirements for Degree.

- Credit hours: 48.
- Required courses: first year: P Pol 501, 502, 505, 599R; one elective. Second year: P Pol 603, 604, 611, 612, 613, 615; five electives.
- Three-part economics proficiency requirement: (1) Econ 380 or equivalent; (2) Econ 381 or 382 or equivalent; and (3) Econ 475 or P Mgt 622. These courses are required for completion of the master's degree but, with the exception of P Mgt 622, are not counted toward the 48 total hours. The courses can be applied toward completion of a bachelor's degree, and students are encouraged to begin completing them before enrolling in the graduate program. D credit in the above courses will not be accepted.

- Electives: must be approved in advance by the graduate coordinator.
- Fields of specialization: Current emphases are (1) health and aging; (2) natural resources and the environment; (3) education; (4) family and society; (5) public economics; (6) advanced research methods; (7) international development; and (8) urban planning. More information on requirements for each emphasis can be obtained from the Public Policy Graduate Handbook.
- Internship (599R): must be approved in advance by the graduate coordinator.

Joint Program MPP/JD

Public policy analysts and legal analysts often study the same issues. The joint MPP/JD program allows students of the law to complement their training with the rich set of quantitative and analytical skills that are the core of the MPP program. The joint program takes four years to complete, and admission to it is contingent on successful admission to both the J. Reuben Clark Law School and the MPP program. More information on the joint program can be obtained from the MPP program office.

FINANCIAL ASSISTANCE

The financial aid application deadline is March 1. Financial aid available includes graduate student assistantships and scholarships.

COURSE DESCRIPTIONS

P POL

- 501. Introduction to Policy Analysis.** (3)
Prerequisite(s):
Models of policy analysis; defining policy; problems and policy analysis questions.

502. Policy Process. (3)

Prerequisite(s):

Models of public policy making; interaction of politics and policy making.

505. Normative Theories of Policy Analysis. (3)

Prerequisite(s):

Alternative norms and values used in making policy choices.

514. Policy Analysis Workshop. (3)

Prerequisite(s):

Policy analysis projects in varying formats.

599R. Academic Internship. (0.5-9)

Prerequisite(s): P Pol 501, 502, 505, 603, 604; Econ 380, 382, 475, or equivalents.

Internship with an organization conducting policy analysis.

603. Data Analysis 1. (3)

Prerequisite(s):

Introduction to descriptive and inferential statistics.

604. Data Analysis 2. (3)

Prerequisite(s): P Pol 603.

Quantitative data collection and analysis.

611. Policy Analysis 1. (3)

Prerequisite(s):

Introduction to applied cost benefit analysis and methods of measuring economic values.

612. Policy Analysis 2. (3)

Prerequisite(s): P Pol 611.

Advanced techniques of policy analysis.

613. Field Experience. (3)

Prerequisite(s):

Design and implementation of a policy analysis project.

615. Graduate Seminar. (3)

Prerequisite(s): P Pol 613.

Continuation of field experience project; preparation and presentation of final report.

680R. Topics in Public Policy. (0.5-3)

Prerequisite(s):

Advanced topics in public policy methods, process, and specializations.

RECREATION MANAGEMENT AND YOUTH LEADERSHIP

689R. Directed Individual Study.
(0.5-3)

Prerequisite(s):

693R. Tutorial in Public Policy.
(0.5-3)

Prerequisite(s):

Tutorial in public policy process and specializations.

FACULTY

Bradford, Scott C., *Associate Professor*, PhD, Harvard University, 1998. Economics

Cornia, Gary C., *Professor*, PhD, Ohio State University, 1979. Public Management

Goodliffe, Jay M., *Associate Professor*, PhD, University of Rochester, 1998. Political Science

Hite, Steven J., *Professor*, EdD, Harvard University, 1985. Educational Leadership and Foundations

Kearl, J.R., *Professor*, PhD, Massachusetts Institute of Technology, 1975. Economics

Monson, J. Quin, *Associate Professor*, PhD, The Ohio State University, 2004. American Politics, Survey Research Methods

Patterson, Kelly, *Professor*, PhD, Columbia University, 1989. Political Science

Randall, E. Vance, *Professor*, PhD, Cornell University, 1989. Educational Leadership and Foundations

Showalter, Mark H., *Professor*, PhD, Massachusetts Institute of Technology, 1991. Economics

Wilson, Sven E., *Associate Professor*, PhD, University of Chicago, 1997. Political Science

RECREATION MANAGEMENT AND YOUTH LEADERSHIP

Chair: Freeman, Patti A.

Graduate Coordinator: Hill, Brian J.
W419 TNRB

Provo, UT 84602-2031

(801) 422-1287

Web site: <http://marriottschool.byu.edu/msrmyll>

THE PROGRAMS OF STUDY

The Department of Recreation Management and Youth Leadership offers a two-year graduate degree: Youth and Family Recreation—MS. Curriculum focuses on issues related to adolescent development, leadership, youth at risk, leisure philosophy, leisure and family theory, and strengthening families through wholesome recreation. The common goal of the program is to develop expertise and expand knowledge in building strong youth and families through recreation.

Students work closely with faculty in building conceptual models and conducting research that is both theoretical and applied in nature. After completing course work, each student writes a thesis that involves conducting a study related to youth and family recreation.

Students completing their Master's Degree in Youth and Family Recreation will:

- Be prepared to pursue further academic work in doctoral or other advanced degree programs.
- Contribute to the body of knowledge in youth and family recreation through peer-reviewed publication in academic journals and presentation in academic symposia.
- Have opportunities to pursue meaningful careers utilizing their Master's degree training.
- Bless the lives of families, church members, and others in our global community as they apply theoretical knowledge, understanding, and insight related to youth, family,

and leisure.

Each spring the department accepts new students - who begin their studies the following September. The average student graduates after two years of course work and completing a thesis.

Youth and Family Recreation—MS

Requirements for Degree.

- Credit hours (33): 27 course work hours, plus 6 thesis hours (RMYL 699R).
- Required courses: MFHD 612, STAT 511, RMYL 601, 610, 611, 612, 613, 699R; 3 hours of committee-approved electives in youth and family graduate-level courses.
- Electives: 3 additional credits upon committee approval.
- Minor (optional): any approved minor.
- Thesis.
- Examinations: oral defense of proposal, oral comprehensive exam and defense of thesis.

FINANCIAL ASSISTANCE

Graduate awards are available in the form of assistantships and scholarships. Occasionally some graduate faculty members are awarded research grants that may include opportunities for additional paid research assistantships for department graduate students.

RESOURCES AND OPPORTUNITIES

Departmental graduate student office space includes desks, storage, wireless internet access, printers, a small library, a refrigerator, and phone.

Learning Resource Center

This center contains eighteen in-

dividual study areas for graduate students as well as computer, audio, and video equipment to assist them in their work.

Opportunities: The department has an affiliation with key family and youth recreation programs that offer excellent research opportunities for graduate students.

COURSE DESCRIPTIONS

RMYL

599R. Academic Internship. (0.5-8)
Prerequisite(s): Instructor's consent.
Professional leadership practicum.

601. Theoretical Foundations of Family Recreation. (3)
Prerequisite(s): Formal acceptance into recreation management graduate program.

Historical development, theoretical basis, and applied techniques of family recreation.

603. Readings in Youth and Family Recreation. (3)
Prerequisite(s): Formal acceptance into recreation management graduate program.

Readings from professional literature and current publications.

604. Seminar on Youth and Family Recreation. (3)
Prerequisite(s): Formal acceptance into recreation management graduate program.

Intensive investigation and discussion of current issues, problems, and trends in family recreation and youth programs.

610. Statistics for Recreation and Leisure Services. (3)

Prerequisite(s):

Calculating descriptive, correlational, and inferential statistics commonly employed in recreation research studies; making decisions regarding the null hypothesis; writing and interpreting research findings commonly used in recreation and leisure literature.

611. Philosophy and Social Psychology of Leisure. (3)

Prerequisite(s): Graduate status.

Historical and theoretical roots of developmental youth programs that stress preventative approaches. How to develop character, citizenship, moral and physical fitness, and volunteerism; service learning.

612. Issues and Applications in Family Recreation. (3)

Prerequisite(s): Graduate status.

Survey of critical issues in family recreation; applying theory to address them.

613. Graduate Research Seminar. (3)

Prerequisite(s): Acceptance to a graduate program.

Research methods and current issues regarding research methodology. Preparing students to write and defend research proposals.

699R. Master's Thesis. (0.5-9)

Prerequisite(s):

FACULTY

Barney, Keith W., *Assistant Professor*, PhD, University of Utah, 2010.
Therapeutic Recreation

Freeman, Patti A., *Professor*, PhD, Indiana University, 1993. Leisure Behavior: Family Leisure: Women's Leisure: Outdoor Recreation

Gray, Howard R., *Professor*, PhD, Pennsylvania State University, 1977. Therapy: Gerontology

Hill, Brian J., *Professor*, PhD, Clemson University, 1994. Family Recreation: Marital Recreation: Tourism

Lundberg, Neil R., *Assistant Professor*, PhD, Indiana University, 2006. Therapeutic Recreation: Adaptive and Inclusive Sport: People with Disabilities and Their Families

Taniguchi, Stacy, *Associate Professor*, PhD, Brigham Young University, 2004. Outdoor Recreation: Experiential Education: Law and Recreation Law

Ward, Peter J., *Assistant Professor*, PhD, University of Utah, 2006. Youth Development and Leadership: Recreation Management

Widmer, Mark A., *Professor*, PhD, University of Utah, 1993. Therapeutic Recreation: Assessment: Adolescence

Zabriskie, Ramon B., *Professor*, PhD, Indiana University, 2000. Therapeutic Recreation: Family Leisure

RELIGIOUS EDUCATION

Chair—Ancient Scripture: Fronk, Camille
(801) 422-2067

Associate Department Chair—Ancient Scripture: Muhlestein, Kerry
Chair—Church History and Doctrine: Top, Brent
(801) 422-3691

Associate Department Chair—Church History and Doctrine: Freeman, Robert

Chaplains Graduate Coordinator: Huntington, Ray L.
(801) 422-6603

Seminaries and Institutes Graduate Coordinator: Huntington, Ray L.
(801) 422-2124

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Phone: (801) 422-3290
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Web site: <http://religion.byu.edu/>

THE PROGRAMS OF STUDY

Religious Education offers one degree: Religious Education—MA. There are two specializations—one for Seminaries and Institutes candidates and one for Military chaplain candidates. Within Religious Education there are two departments: Ancient Scripture and Church History and Doctrine.

This program only admits students with one or more years of employment in Seminaries and Institutes or approval from Military Relations of The Church of Jesus Christ of Latter-day Saints.

Religious Education—MA

The master's degree in religious education is open to full-time teachers in the LDS Church Seminaries and Institutes system (S&I) and approved chaplain candidates.

The master's degree is designed to provide advanced preparation for teaching in the LDS Church Seminaries and Institutes system or for service as a military chaplain. Emphasis in the core curriculum is placed

primarily on five areas: Old Testament, New Testament, Book of Mormon, Doctrine and Covenants, and Latter-day Saint history. For chaplain candidates, additional courses are required in world religions, counseling, and clinical pastoral education. The degree provides the student with a sound historical, doctrinal, and methodological foundation. It is writing intensive and includes a thesis that is expected to enhance the student's abilities in research, critical thinking, and writing. Chaplain candidates will conclude their program with a comprehensive exam using case studies.

Religious Education admits a maximum of fifteen students to the master's program every other academic year. Course work begins summer term. The program is designed to be completed in three years (two for course work and one for the thesis).

Requirements for Degree--Seminaries and Institutes Candidates

- Credit hours (36): minimum 30 course work hours plus 6 thesis hours (699R).
- Required courses: Rel A 601, 611, 621; Rel C 624, 625, 640, 650; Rel E 500, 501, 595, 699R.
- Graduate committee must include a three-member committee, including one member from Ancient Scripture faculty and one member from Church History and Doctrine faculty.
- Thesis.
- Examinations: written examination of course work and oral defense of thesis and course work.

Chaplain Candidate—MA

The master's degree in Religious Studies is open to full-time teachers in the LDS Church Seminaries and Institutes system (S&I) and approved chaplain candidates.

The master's degree is designed to provide advanced preparation for service as a military chaplain. Emphasis in the core curriculum is

placed primarily on the following areas: Old Testament, New Testament, Book of Mormon, Doctrine and Covenants, Latter-day Saint history, world religions, counseling, and clinical pastoral education. The degree provides the student with a sound historical, doctrinal, and methodological foundation. Chaplain candidates will conclude their program with a comprehensive exam using case studies.

Religious Education admits students to the master's program every other academic year. Course work begins summer term. The program is designed to be completed in three years.

Requirements for Degree--Chaplain Candidates

- Credit hours (85): minimum 82 course work hours plus 3.0 comprehensive examination hours.
- Required courses: Rel A 601, 611, 621; Rel C 624, 625, 630, 631, 640, 641, 650; 695R; Rel E: 541, 542, 595, 655R, 698. MFT 554, 630, 649, 650, 651, 654, 695R. CPSE: 648, 655, 656, 710
- The graduate committee must include a three-member committee consisting of professors whose courses the candidate has taken.
- Examination: Final comprehensive examination based on case reports.

FINANCIAL ASSISTANCE

None listed.

RESOURCES AND OPPORTUNITIES

Religious Studies Center. The dean of Religious Education is also the general director of the Religious Studies Center, which promotes research in ancient studies, the Bible, the Book of Mormon, LDS Church history, the Doctrine and Covenants, the Pearl of Great Price, and world religions.

The center is a supporting and coordinating agency for religion-oriented research throughout the university. Concentrating on research, writing, publication, and other scholarly activities, it is not involved in classroom instruction or degree programs.

The Richard L. Evans Chair of Religious Understanding. The occupants of the Richard L. Evans Chair of Religious Understanding promote understanding among people of different faiths through teaching and other activities. The chair was established to articulate to a broad audience the religious values to which Elder Evans dedicated his life and to promote an enlightening exchange among Latter-day Saints, members of other faiths, and people of good will everywhere.

COURSE DESCRIPTIONS

REL A

510R. Special Topics in Ancient Scripture. (.5-3)

Prerequisite(s): Graduate Standing and Instructor's consent

Subjects and questions typically addressed by Church Educational System instructors. No more than 3 hours may apply toward a graduate degree.

601. Graduate Seminar on the Old Testament. (4)

Prerequisite(s):

Topics in the Old Testament emphasizing doctrinal, historical, and cultural background.

611. Graduate Seminar on the New Testament. (4)

Prerequisite(s):

Topics in the New Testament emphasizing doctrinal, historical, and cultural background.

614. Historical Background of the Bible. (3)

Prerequisite(s):

Historical and cultural contexts out of which the Old and New Testaments derive.

621. Graduate Seminar on the Book of Mormon. (4)

Prerequisite(s):

Topics in the Book of Mormon focusing on doctrine and the historical background of the text.

695R. Directed Readings in Ancient Scripture. (0.5-3)

Prerequisite(s):

REL C

510R. Special Topics in Church History and Doctrine. (0.5-3)

Prerequisite(s): LDS Church Seminars and Institutes personnel only.

Subjects and questions typically addressed by Church Educational System instructors. No more than 3 hours may apply toward a graduate degree.

540R. Special Topics in Church History and Doctrine. (0.5-3)

Prerequisite(s):

624. Graduate Seminar on the Doctrine and Covenants and Church History, Part 1 (1820--1900). (3)

Prerequisite(s):

Topics in LDS Church history, emphasizing the text of the Doctrine and Covenants.

625. Graduate Seminar on the Doctrine and Covenants and Church History, Part 2 (1900--Present). (3)

Prerequisite(s):

Topics in LDS Church history, emphasizing the twentieth-century Church.

630. Graduate Seminar in Indian and Chinese Religions. (3)

Prerequisite(s):

Doctrines, world views, and practices of Hinduism, Jainism, Buddhism, Confucianism, and Taoism with comparisons to the restored gospel.

631. Graduate Seminar in Monotheistic and Japanese Religions. (3)

Prerequisite(s):

Doctrines, world views, and practices of Sikhism, Judaism, Islam, Baha'i, and Shinto with comparisons to the restored gospel.

640. History of the Christian Church. (3)

Prerequisite(s):

Background and history of Christianity from the first century A.D. to the present.

641. Graduate Seminar in Christian Theological Thought. (3)

Prerequisite(s):

Doctrines about God, Christ, the Trinity, salvation, human beings, sin, grace, the Church, sacraments, and Christian hope in comparison with the restored gospel.

650. Doctrinal Contributions of the Restoration. (3)

Prerequisite(s):

Doctrinal contributions of the Restoration from Joseph Smith to the present prophets, seers, and revelators; LDS theology and practice.

695R. Directed Readings in Church History and Doctrine. (0.5-3)

Prerequisite(s): Graduate standing; instructor's consent.

Topics include the Doctrine and Covenants, LDS Church history, Christian theology, world religions, etc.

REL E

500. Educational Philosophy and Values in Religious Education. (2)

Prerequisite(s):

Philosophical basis and underlying values in religious education.

501. Scripture Teaching. (2)

Prerequisite(s):

Theory, methodology, and issues of scripture-based teaching in religious education.

541. Military Ministry 1. (3)

Prerequisite(s): Available to prospective chaplains only.

Preparation of new military chaplains; leading worship, preaching, and guiding the teaching ministry within a chapel, emphasizing a practical ministry within a theological and spiritual context.

RELIGIOUS EDUCATION

542. Military Ministry 2. (3)

Prerequisite(s): Rel E 541; available to prospective chaplains only.

Continued focus on leading worship, preaching, and guiding the teaching ministry within a chapel, emphasizing a practical ministry within a theological and spiritual context.

595. Research Methods in Religious Education. (2)

Prerequisite(s):

Methodology in and resources for research in the four areas of focus: Church History and Doctrine, Old Testament, New Testament, and Book of Mormon.

600. Basic Skills in Pastoral Counseling and Chaplain Care Ministry. (3)

Prerequisite(s):

Focuses on the basic skills of pastoral counseling for those wishing to be full-time military chaplains. The emphasis is on pastoral skills in a military setting.

601. Interfaith Lecture Series. (1)

Prerequisite(s):

To develop a deep and abiding appreciation and understanding of religious faiths, doctrines, practices, spiritual sensitivities, rites and rituals, and fundamental belief systems other than Mormonism. Also to foster an understanding and awareness of how other religions and faith-based traditions function in a modern military setting.

655R. Clinical Pastoral Education Practicum. (1-6)

Prerequisite(s): Available to prospective chaplains only.

Supervised encounters with persons in crisis. Experiencing the interdisciplinary team process of helping persons. Developing skill in interpersonal and interprofessional relationships and a deeper understanding of ministry.

698. Chaplaincy Comprehensive Final Project. (3)

Prerequisite(s): Committee consent.

Research project based on case studies requiring DSM-IV diagnosis systems evaluation, spiritual assessment, treatment plan, and definition of pastoral role.

699R. Master's Thesis. (0.5-6)

Prerequisite(s): Graduate coordinator's consent.

FACULTY

Alford, Kenneth L., *Associate Professor*, PhD, George Mason University, 2000. Doctrine and Covenants: Family History

Ball, Terry B., *Professor*, PhD, Brigham Young University, 1992. Archeobotany; Old Testament

Baugh, Alexander L., *Professor*, PhD, Brigham Young University, 1996. LDS Church History-Missouri Period, 1831-1839

Belnap, Daniel L., *Assistant Professor*, PhD, University of Chicago, 2007. Ancient Near Eastern Studies

Bennett, Richard E., *Professor*, PhD, Wayne State University, 1984. LDS Church History

Black, Susan Easton, *Professor*, EdD, Brigham Young University, 1978. LDS Church History

Chadwick, Jeffrey R., *Associate Professor*, PhD, University of Utah Middle East Center, 1992. Land of Israel Studies: Biblical Archaeology: New Testament

Choi, Dong Sull, *Professor*, PhD, Brigham Young University, 1990. World Religions

Cope, Rachel, *Assistant Professor*, PhD, Syracuse University, 2009. American Religious History

Cowan, Richard O., *Professor*, PhD, Stanford University, 1961. History of Temples

Dorius, Guy L., *Associate Professor*, PhD, Brigham Young University, 1994. Family Studies

Esplin, Scott C., *Assistant Professor*, PhD, Brigham Young University, 2006. Church History and Doctrine

Flake, Lawrence R., *Teaching Professor*, DRE, Brigham Young University, 1970. LDS Church History Biography

Fluhman, J. Spencer, *Assistant Professor*, PhD, University of Wisconsin, Madison, 2006. Early Latter-day Saint History: American Religious History

Freeman, Robert C., *Professor*, JD, Western State University, 1989. Twentieth-Century Church History

Garr, Arnold K., *Professor*, PhD, Brigham Young University, 1986. LDS Church History

Gaskill, Alonzo L., *Associate Professor*, PhD, Trinity Theology Seminary, 2000. Patristics: Symoblism: Catholicism

Goodman, Michael A., *Associate Professor*, PhD, Brigham Young University, 2004. Marriage and Family: Mission Preparation

Griggs, C. Wilfred, *Professor*, PhD, University of California, Berkeley, 1978. Early Christian History

Harper, Steven C., *Professor*, PhD, Lehigh University, 2001. Early American Religion and Culture

Hauglid, Brian M., *Associate Professor*, PhD, University of Utah, 1998. Pearl of Great Price: World Religions

Holzapfel, Richard Neitzel, *Professor*, PhD, University of California, Irvine, 1993. Ancient History

Hoskisson, Paul Y., *Professor*, PhD, Brandeis University, 1986. Ancient Near Eastern Studies

Hunstman, Eric D., *Associate Professor*, PhD, University of Pennsylvania, 1997. New Testament Studies: Early Christianity

Huntington, Ray L., *Professor*, PhD, Brigham Young University, 1995.

Sociology- Middle East	Great Price	Whitchurch, David M. , <i>Associate Professor</i> , PhD, Brigham Young University, 1991. New Testament: Old Testament: Book of Mormon: History of English Bible: Biblical Geography
Jackson, Kent P. , <i>Professor</i> , PhD, University of Michigan, 1980. Bible and Near Eastern History	Ogden, D. Kelly , <i>Professor</i> , PhD, University of Utah, 1982. Hebrew Language: Historical Geography of the Holy Land	Wilson, Keith J. , <i>Associate Professor</i> , PhD, University of Utah, 1995. Educational Administration
Judd, Daniel K. , <i>Professor</i> , PhD, Brigham Young University, 1987. Religion and Mental Health	Olson, Camille Fronk , <i>Professor</i> , PhD, Brigham Young University, 1996. Sociology- Middle East	Woodger, Mary Jane , <i>Professor</i> , EdD, University of Utah, 1997. LDS Women's History
Judd, Frank F. , <i>Associate Professor</i> , PhD, University of North Carolina, Chapel Hill, 2003. New Testament	Ostler, Craig J. , <i>Professor</i> , PhD, Brigham Young University, 1995. Doctrine and Covenants	Woods, Fred E. , <i>Professor</i> , PhD, University of Utah, 1991. Middle Eastern Studies
Keller, Roger R. , <i>Professor</i> , PhD, Duke University, 1975. World Religions	Pike, Dana M. , <i>Professor</i> , PhD, University of Pennsylvania, 1990. Near Eastern Studies	Wright, Dennis A. , <i>Professor</i> , PhD, Arizona State University, 1978. Education Methodology
Largey, Dennis L. , <i>Professor</i> , EdD, Brigham Young University, 1981. Book of Mormon	Richardson, Matthew O. , <i>Professor</i> , EdD, Brigham Young University, 1996. LDS Marriage and Family	
Livingstone, John P. , <i>Associate Professor</i> , EdD, Brigham Young University, 1986. LDS Family and Psychotherapy	Seely, David R. , <i>Professor</i> , PhD, University of Michigan, 1990. Near Eastern Studies	
Ludlow, Jared W. , <i>Associate Professor</i> , PhD, University of California, Berkeley, 2000. Book of Mormon: New Testament	Skinner, Andrew C. , <i>Professor</i> , PhD, University of Denver, 1986. Intertestamental Period: Near Eastern History	
Ludlow, Victor L. , <i>Professor</i> , PhD, Brandeis University, 1979. Judaism	Sperry, Kip , <i>Professor</i> , MLS, Brigham Young University, 1974. Genealogy	
Marsh, W. Jeffrey , <i>Associate Teaching Professor</i> , PhD, Brigham Young University, 1989. Joseph Smith Translation and Teachings	Strathearn, Gaye , <i>Associate Professor</i> , PhD, Claremont Graduate University, 2004. New Testament and Christian Origins	
Merrill, Byron , <i>Teaching Professor</i> , JD, University of California, Davis, 1975. Book of Mormon	Swift, Charles , <i>Associate Professor</i> , PhD, Brigham Young University, 2003. Scripture as Sacred Literature: Literature as Christianity	
Millet, Robert L. , <i>Professor</i> , PhD, Florida State University, 1983. Nineteenth- and Twentieth-Century Religious Thought	Top, Brent , <i>Professor</i> , PhD, Brigham Young University, 1984. LDS Doctrine	
Minert, Roger P. , <i>Professor</i> , PhD, Ohio State University, 1991. Book of Mormon: Pearl of Great Price: New Testament	Wayment, Thomas A. , <i>Associate Professor</i> , PhD, Claremont Graduate School, 2000. New Testament	
Muhlstein, Kerry M. , <i>Associate Professor</i> , PhD, University of California, 2003. Old Testament: Pearl of		

SOCIAL WORK, SCHOOL OF

Director: Limb, Gordon E.

Graduate Coordinator: Seipel, Michael M. O

Field Education Director: Marett, Kevin

2190 JFSB

Provo, UT 84602-6709

(801) 422-3282

E-mail: msw@byu.edu

Web site: <http://socialwork.byu.edu/Pages/Home.aspx>

THE PROGRAMS OF STUDY

The Master of Social Work program at Brigham Young University is accredited by the Council on Social Work Education.

The mission of the School of Social Work at Brigham Young University is to support the overall mission of BYU and the Church of Jesus Christ of Latter-day Saints by generating new knowledge and by educating and training students to use the appropriate knowledge, values and skills of the social work profession to serve children and families within the context of their specific cultures.

Social Work—MSW

One graduate degree is offered in the School of Social Work: Social Work — MSW. The concentration of curriculum focuses on preparation for **clinical practice** and **research** with families and children. The School of Social Work MSW curriculum is focused on preparing students to work with families and children, through one of two emphases: Clinical and Research

- **Clinical Emphasis:** Approximately 33-35 students will be admitted to the clinical emphasis each year, to be trained in direct clinical practice. Students who apply to this emphasis will become practitioners or clinicians with strong direct clinical practice skills. Alumni from this emphasis work in mental health and other direct practice settings, go on to receive LCSW licensure, and work toward becoming

agency directors and administrators of social work organizations.

- **Research Emphasis:** Approximately 5-7 students will be admitted to the research emphasis each year. Students who apply to this emphasis are expected to go on for advanced training in top social work PhD programs. Research emphasis students, like those in the clinical emphasis, will receive strong clinical training and, in preparation for PhD level studies, they will 1) take advanced research courses outside of social work as part of their elective requirements (instead of clinical electives), and 2) submit their research project for professional publication. Alumni from this emphasis will go on to become university professors, work in a research or policy arena, or receive advanced clinical training.

Requirements for Degree

Clinical Emphasis

- Students entering *without* an undergraduate social work degree (BSW) – Credit Hours: 67 (60 major and 7 elective hours)
- Students entering *with* an undergraduate social work degree (BSW) – Credit Hours: 62 (48 major and 14 elective hours)
- All students are required to complete a Master's Research Project.

Research Emphasis

- Students entering *without* an undergraduate social work degree (BSW) – Credit hours: 67 (60 major and 7 research elective hours)
- Students entering *with* an undergraduate social work degree (BSW) – Credit hours: 62 (48 major and 14 research elective hours)
- All students are required to complete a Master's Research Project.

For a more detailed description of the graduate program requirements, see <http://socialwork.byu.edu>.

FINANCIAL ASSISTANCE

The BYU School of Social Work offers the following financial aid opportunities: Full- and partial-tuition scholarships, paid research assistant positions, and internships paid by community agencies. Applicants should apply for admission and financial aid concurrently. Notifications of financial aid will be included in the letter of acceptance. Typically, MSW students are offered a financial aid package between \$10,000-\$20,000.

RESOURCES AND OPPORTUNITIES

The School of Social Work utilizes the **Comprehensive Clinic**, an interdisciplinary training and research facility. The facility houses state-of-the-art video and computer equipment, as well as a staff of skilled technicians and staff to support graduate student and faculty research.

Faculty research interests currently include: American Indian child welfare; child welfare; divorce; health care; immigrant families; marriage and families; mental health; mood disorders; poverty; remarriage; school social work; spirituality; substance abuse; women and gender.

Certification and Licensure: MSW students can take courses that lead to a Gerontology certificate (Soc W 581), and School Social Work licensure (Soc W 580).

For a more detailed description of the graduate program requirements, see <http://socialwork.byu.edu>.

COURSE DESCRIPTIONS

SOC W

570. Crisis Intervention. (3)

Prerequisite(s):

Assessment and intervention in crisis situations with clients.

580. Social Work in the School Setting. (3)

Prerequisite(s):

Overview of knowledge and skills essential to the practice of social work in educational settings; emphasizes practical interventions when working with student/family/teacher/community resources.

581. Social Services for the Aging. (3)

Prerequisite(s):

Process and impact of social service delivery systems on the aged.

585. Global Issues of Children at Risk. (3)

Prerequisite(s):

Analyzing major challenges facing children and their families globally, including poverty, malnutrition, poor health care, gender-based discrimination, child labor and sexual exploitation, AIDS orphans, child soldiers, and refugees.

595R. Directed Readings. (0.5-3)

Prerequisite(s): Instructor's consent.

602. Statistical and Data Analysis in Social Work Research. (3)

Prerequisite(s):

Analyzing data using commonly used computer methods and interpreting major quantitative and qualitative methods in social work, including regression and multivariate data analysis methods.

603. Research Methods in Social Work. (3)

Prerequisite(s): Soc W 602 or equivalent.

Applying quantitative and qualitative social work research. Philosophy of social science, problem formulation, philosophical and epistemological foundations, research designs, ethics, sampling, and data collection methods.

611. Clinical Practicum. (3)

Prerequisite(s): Bachelor of social work or Soc W 660 or concurrent enrollment.

Client therapy session and clinical supervision in the BYU Comprehensive Clinic, including video taping of student therapy sessions

614. Field Seminar 1. (1)

Prerequisite(s): Concurrent with Soc W 654R; first-year field placement, major status.

Classroom seminar to examine relationship between theory and practice as it relates to the field experience at the foundational level.

615. Field Seminar 2. (1)

Prerequisite(s): Concurrent with Soc W 655R; second-year field placement, major status.

Classroom seminar to examine relationship between theory and practice as it relates to the field experience at an advanced level.

620. Human Behavior and Social Environment. (3)

Prerequisite(s):

Persons in their social environment as individuals, members of families, other groups, organizations, and communities. Cultural, social, psychological, biological, spiritual, and physical forces.

622. Psychopathology. (3)

Prerequisite(s): SocW 620 or bachelor of social work; major status.

Etiology and symptoms of dysfunctional behavior and their effects on the individual, family, and community.

624. Marriage and Family Therapy. (3)

Prerequisite(s): Major status.

Various models of marriage and family treatment; appropriate intervention skills.

630. Social Welfare Policy. (3)

Prerequisite(s): For majors only.

Analyzing and changing social policies and programs.

631. Family Policy and Law. (3)

Prerequisite(s):

The law relative to formation, functioning, and dissolution of families and delivery of social services to them.

654R. Field Internship 1. (1-2)

Prerequisite(s): Concurrent with Soc W 614; first-year field placement; major status.

Internship in social service agencies to examine relationship between theory and practice.

655R. Field Internship 2. (1-2)

Prerequisite(s): Concurrent with Soc W 615; second-year field placement; major status.

Internship in social service agencies to examine relationship between theory and practice.

660. Direct Practice Skills. (3)

Prerequisite(s): Major status; bachelor of social work or Soc W 620 or concurrent enrollment.

Biopsychosocial assessment of individuals and implementing interventions, including direct practice skills, advanced skills, introduction to models of psychotherapy.

661. Models of Psychotherapy. (3)

Prerequisite(s): Major status; Soc W 660 or bachelor of social work.

Building on skills acquired in SocW 660; specific and predominate psychotherapy models and approaches applied to common diagnoses and clinical populations.

662. Group Work Theory. (3)

Prerequisite(s): Major status; concurrent enrollment in Soc W 620 or bachelor of social work.

Structure, function, dynamics, and development of small groups, emphasizing group models and group theory.

663. Advanced Group Work. (3)

Prerequisite(s): Social work major status.

An integrated classroom experience, linking theory and practice and incorporating social work values and ethics, critical thinking, and social work practice skills (engagement, assessment, intervention, and evaluation techniques) within various contexts.

664. Community Organization. (3)

Prerequisite(s): Major status; Soc W 622 or concurrent enrollment.

Process of social interaction and method to maintain adjustment between community resources and needs of members; helping diverse population and people-at-risk to deal more effectively, and bring about change in community.

665. Organizational Governance and Executive Leadership in Human Services Administration. (3)

Prerequisite(s):

Key managerial functions of complex organizations and institutions; administrative theory and selected management techniques.

666. Advanced Practice Skills. (3)

Prerequisite(s): Soc W 661; major status.

Linking biopsychosocial assessment to selective intervention strategies. Major diagnoses will be considered in linking assessment to theory and intervention skills.

667. Intervention Methods with Children and Adolescents. (3)

Prerequisite(s): Soc W 661; major status.

Use of intervention methods regarding child and adolescent problems in addition to understanding reciprocal impact of significant systems, i.e., school, family, peers, church, health, socioeconomic status.

670R. Special Topics in Advanced Clinical Practice. (1-3)

Prerequisite(s): Instructor's consent.

Various topics offered as need or interest arises.

671. Play Therapy. (3)

Prerequisite(s): Instructor's consent.

History and development of play therapy; model for practical application and child-centered theoretical approaches; primary emphasis on clinical child-centered play therapy.

674. Human Sexuality and Social Work Practice. (3)

Prerequisite(s): SocW 624 or instructor's consent.

Overview of human sexuality. Introduction to treatment of sexual problems and disorders.

675. Substance Abuse Treatment. (3)

Prerequisite(s): Majors only.

Full spectrum of substance abuse interventions: intervening with selected special populations, such as those who have been sexually abused.

676. Spirituality in Social Work. (2)

Prerequisite(s): Instructor's consent.

Interface of religious and social work values, attitudes, and principles.

678. Marriage and Family Practice. (2)

Prerequisite(s):

Methods of assessment, planning intervention, and evaluation and termination with marital dyads, family, and community.

680R. Selected Fields of Practice. (2)

Prerequisite(s): Instructor's consent.

Current problems and treatments in social work practice.

681. Comparative International Social Welfare Policy. (3)

Prerequisite(s): Instructor's consent.

Social welfare policies of various countries. Solving global social problems within framework of human rights directives.

697R. Independent Research. (1-3)

Prerequisite(s): Instructor's consent.

Writing for professional publication. Faculty-supervised research for organizing, writing, and submitting the master's research project for publication.

698R. Master's Research Project. (1-3)

Prerequisite(s): Soc W 602, 603; or equivalents.

Applying research and statistical methods to evaluative, experimental, and survey studies in social work. Research project of publishable quality required.

FACULTY

Cox, Shirley E., *Teaching Professor,*

DSW, University of Utah, 1986.

Administration: Clinical Practice:

International: Field Internship

Placement

Limb, Gordon E., *Associate Profes-*

sor, PhD, University of California,

Berkeley, 2000. American Indian

Child Welfare: Social Work Educa-

tion: Spirituality

Norman, Judith L., *Associate Profes-*

sor, DSW, University of Utah,

1990. Women's Issues: Adult Af-
fective Disorders: Depression

Roby, Jini L., *Professor, JD685899,*

Brigham Young University, 1990.

Social Work and Family Law: So-

cial Welfare Policy and Programs

Seipel, Michael O., *Professor, PhD,*

Cornell University, 1982. Health

Care in Developing Countries:

Poverty

Shafer, Kevin, *Assistant Professor,*

PhD, The Ohio State University,

2009. N

SOCILOGY

Chair: Hoffmann, John P.

Graduate Coordinator: Ward, Carol J.

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Provo, UT 84602-5547
(801) 422-3393

E-mail: sociologygrad@byu.edu
Web site: <http://sociology.byu.edu>

THE PROGRAMS OF STUDY

The aims of the graduate program in sociology are to educate students in the principles, theories, and methods of sociology; train them in an area of specialization; and create skilled professional teachers and researchers. Faculty in the department are active in producing both quality research and instruction. Graduate students have many opportunities for funding and involvement in research activities. Graduate students may also have opportunities to obtain experience in teaching undergraduate courses (as needed to support the department's course offerings) during the second year of their program.

Department of Sociology currently offers an MS degree.

The Sociology Department admits an average of eight to twelve students to the master's program each fall semester. Full-time students making good progress in the program normally are expected to finish a master's degree in two years.

Sociology—MS

The master's degree prepares students for two career paths: (1) doctoral work beyond the master's degree and (2) professional careers at the master's level as teachers and researchers.

Requirements for Degree.

- Credit hours (minimum 35): 29 course work hours, including at least 23 hours of formal course work in sociology, plus 6 hours of thesis (Soc 699R). Only course work with a grade of B– or better is acceptable.

- Required courses: Soc 600, 604, 605, 610; and for first-year graduate students 598R in fall and winter; minimum 6 additional hours of graduate sociology course work; demonstration of competence in sociological theory, research methods, and statistics.

- Thesis.

- Examination: oral defense of thesis.

Sociology—PhD

The Sociology PhD program has been furloughed; therefore, the department is **NOT** accepting applicants for the PhD program. Please contact the department for further information.

FINANCIAL ASSISTANCE

The Department of Sociology offers graduate teaching and research assistantships. These are semester-long appointments with an expectation of twenty hours of work per week. Renewal of an assistantship is based on making satisfactory progress in the graduate program each semester. Financial assistance is also available through other agencies in the university.

RESOURCES AND OPPORTUNITIES

The Department of Sociology utilizes as valuable resources the School of Family Life, the survey computer lab, the college computing lab, graduate fellowships, and the Kennedy Center for International Studies. Funding and research opportunities can be sought through these entities as well as through the department.

Faculty research interests cover a broad spectrum of social science research. However, the make-up of the department faculty generates most research in the following areas: family, religion, stratification, social organization and change, gender, ethnicity, community and delinquency.

For a more detailed description of the graduate program requirements, send for a copy of the department's bulletin or see our Web page at <http://sociology.byu.edu>.

COURSE DESCRIPTIONS

SOC

524. Advanced Political Sociology. (3)

Prerequisite(s):

Social basis of political behavior. Modern theories and research concerning use of power and decision making.

525. Sociology of Religion. (3)

Prerequisite(s): Soc 111, 325, or instructor's consent.

Influences of social factors in the development of various religious systems.

527. Sociology of the LDS Church and Its People. (3)

Prerequisite(s):

An advanced analysis of the LDS Church from a social science perspective, including the Church as a new religious movement; LDS culture; the institutionalization process.

528. Sociology of Rural Communities. (3)

Prerequisite(s): Soc 311, 370, or instructor's consent.

Review and critique of major theoretical and methodological approaches to the study of community, with a focus on rural communities.

550. (Soc-MFHD) Contemporary Family Theories. (3)

Prerequisite(s): SFL 451, Soc 310, 311; or equivalents.

Introduction to basic micro, macro, and processual approaches to the study of the family; social and political theory on the family; and philosophical issues and assumptions underlying family theory, research, and practice.

561. The Family Institution. (3)

Prerequisite(s):

The family in different societies; problems created by various family systems.

565. The Individual and Family in Later Years. (3)

Prerequisite(s):

Developmental aspects of aging, focusing on the biophysical, cognitive, social, affective, and pathological dimensions in people aged 50 and over.

590R. Special Topics in Sociology. (0.5-3)

Prerequisite(s): Instructor's consent.

Course content varies from year to year.

595R. Directed Readings. (0.5-3)

Prerequisite(s):

Individualized reading program supervised by faculty member.

598R. Pro-Seminar. (1)

Prerequisite(s):

Current developments in sociology including research, proposals, professional meetings, teaching, and finding a job.

600. Graduate Research Methods. (3)

Prerequisite(s): SFL 290 or Soc 300 or equivalent.

Introduction to philosophy of science, emphasizing research design and development of thesis prospectus, including strengths, limitations, and constraints of various methodologies.

603R. (Soc-MFHD) Research Practicum. (3)

Prerequisite(s): Instructor's consent.

Design, data collection, data analysis, and write-up.

604. (Soc-MFHD) Ethnographic Research Techniques. (3)

Prerequisite(s): Soc 600.

Rationale, methods, and limitations of qualitative research; includes participant observation and hermeneutic skills.

605. Multiple Regression Analysis. (3)

Prerequisite(s): Soc 306 or instructor's consent.

Ordinary least squares and logistic regression techniques. Data acquisition, management, analysis, and report writing.

606. Intermediate Statistics. (3)

Prerequisite(s): Soc 306, 605; or equivalents.

Path analysis, factor analysis, and event history techniques.

608. Seminar in Survey Research and Sociological Measurement. (3)

Prerequisite(s): Soc 600; 605 or 606.

Survey research techniques in the behavioral sciences, emphasizing research and sampling designs. Measurement techniques, emphasizing consequences of measurement decisions.

610. Classical Social Theory. (3)

Prerequisite(s): Soc 310, 311; or equivalents.

Philosophical foundations of sociological theory; works of major classical theorists such as Marx, Weber, Durkheim, Simmel, Mead, DuBois, Addams, and Parsons.

611. Contemporary Sociological Theory. (3)

Prerequisite(s): Soc 310, 311, 610; or equivalents.

Recent developments in sociological theory. In-depth analysis of structure and assumptions of contemporary sociological theories.

620. Theory and Research in Social Organization. (3)

Prerequisite(s): Admission to graduate sociology programs; others admitted by instructor's consent.

Graduate survey of the field of social organization and the core subfields therein.

621. Complex Organizations. (3)

Prerequisite(s): Instructor's consent.

Theoretical approaches and empirical studies of organizations, their structures, processes, and problems; studies of industrial organizations, universities, hospitals, etc.

622. Social Stratification. (3)

Prerequisite(s): Soc 111 or equivalent.

Status, class, and power systems in various societies.

623. Seminar in Race and Ethnic Relations. (3)

Prerequisite(s):

Major theories of race-ethnic relations; critical issues in the field.

625R. Seminar in the Sociology of Religion. (3)

Prerequisite(s):

In-depth analysis of theory and research in topical areas of the sociology of religion. Course content varies from year to year.

645. Seminar on Population Analysis. (3)

Prerequisite(s): Soc 306 or equivalent.

Availability, use, and interpretation of population data for local, state, and national areas applied to planning and evaluation.

650. Advanced Social Psychology. (3)

Prerequisite(s):

Processes of social influence, emphasizing theory and research testing. Basic principles of social behavior.

660. (Soc-MFHD) Child and Adolescent Socialization. (3)

Prerequisite(s):

Child and adolescent development in the context of social interaction, with particular emphasis on the family. Current theory and research evaluated.

667. Sociology of Gender. (3)

Prerequisite(s):

Gender as a central organizing principle of society; socialization, social and cultural change, social movements, social stratification, and social policy.

670. Contemporary Urban Social Structure. (3)

Prerequisite(s): Soc 370 or equivalent.

Research-oriented examination of social forces in contemporary urban life that influence patterns of human interaction.

681R. Seminar in Deviance, Crime, and Corrections. (3)

Prerequisite(s): Soc 380, 381 or 383, or instructor's consent.

In-depth analysis of current issues in the field. Tailored to student interests.

692R. (Soc-MFHD) Seminar in Family Relationships. (0.5-3)

Prerequisite(s):

Theory and research in topical areas of family study (topics presented on alternate years).

697R. Directed Research. (0.5-3)
Prerequisite(s):

699R. Master's Thesis. (0.5-6)
Prerequisite(s):

706R. (Soc-MFHD) Advanced Statistical Methods. (3)
Prerequisite(s): Soc 605, 606.

Topics include advanced structural equations and hierarchical linear models, or panel data techniques and generalized linear models.

720R. Seminar: Social Organization. (0.5-3)
Prerequisite(s): Soc 111, 620; or equivalents.

792R. (Soc-MFHD) Family Symposium. (0.5)
Prerequisite(s):
Presentation and discussion of professional papers about the family.

799R. Doctoral Dissertation. (0.5-9)
Prerequisite(s):

FACULTY

Bahr, Howard M., *Professor*, PhD,
University of Texas, Austin, 1965.
Urban Problems: Ethnic Relations

Bahr, Stephen J., *Professor*, PhD,
Washington State University,
1972. Family: Deviance

Brown, Ralph B., *Professor*, PhD,
University of Missouri, Columbia,
1992. Rural Sociology: Community Development: Social Change

Burraston, Bert O., *Assistant Professor*, PhD, University of Oregon,
2003. Family: Quantitative Methods: Education: Criminology: Social Psychology

Call, Vaughn R. A., *Professor*, PhD,
Washington State University,
1977. Family Life Course: Research Methods: Aging: Education

Child, Curtis, *Assistant Professor*, PhD, Indiana University at
Bloomington, 2011. Organizations:
Economic Sociology: Political Sociology: Social Movements: Civil Society and the Nonprofit Sector: Research Methods

Cornwall, Marie, *Professor*, PhD,
University of Minnesota, 1985.
Gender: Religion: Social Change

Dufur, Mikaela J., *Associate Professor*, PhD, Ohio State University, 2000.
Stratification: Work and Occupations: Sport

Erickson, Lance D., *Assistant Professor*, PhD, University of North Carolina, Chapel Hill, 2005. Life Course: Family: Adolescence

Forste, Renata, *Professor*, PhD, University of Chicago, 1992. Demography: Statistics

Gibbs, Benjamin, *Assistant Professor*, PhD, Ohio State University, 2009.
Social Stratification: Social Mobility, Sociology of Education, Class/Race/Gender

Goodsell, Todd, *Assistant Professor*, PhD, University of Michigan, Ann Arbor, 2004. Family: Culture: Sociological Theory: Community

Heaton, Tim B., *Professor*, PhD,
University of Wisconsin, Madison,
1979. Demography

Hoffmann, John P., *Professor*, PhD,
State University of New York,
Albany, 1991. Criminology: Statistics: Sociology of Religion

Jacobson, Cardell K., *Professor*, PhD,
University of North Carolina,
Chapel Hill, 1971. Social Psychology: American Race/Ethnic Relations: Sociology of Religion

Knapp, Stan J., *Associate Professor*, PhD, Florida State University,
1996. Family: Social Theory

Morgan, Charlie V., *Assistant Professor*, PhD, University of California, Irvine, 2007. Immigration: Race: Ethnicity and Inter-marriage

Phillips, Kristie J. R., *Assistant Professor*, PhD, Vanderbilt University,
2005. Sociology of Education (emphasizing urban education): Education Policy: School Choice and Geographic Distribution of Social Resources

Ward, Carol J., *Associate Professor*, PhD, University of Chicago, 1992.
Race and Ethnic Relations: Education: Community: Social Change: Applied Research Methods (qualitative and quantitative)

SPANISH AND PORTUGUESE

Chair: Laraway, David

Graduate Coordinator: Pratt, Dale J.
3190 JFSB

Provo, UT 84602-6705

(801) 422-2196

Web site: <http://spanport.byu.edu/home.php>

THE PROGRAMS OF STUDY

Two degrees are offered through the Department of Spanish and Portuguese: Portuguese—MA and Spanish—MA.

Most students who complete a master's degree in the department either seek jobs in secondary education or continue their studies on the PhD level. Some have located positions with government agencies or in the business sector. Each year about fifteen students are admitted to the program.

The program is designed for a student to complete the degree in twenty-four months of intensive work.

Portuguese—MA

Requirements for Degree.

- Credit hours (33): 27 course work hours plus 6 thesis hours (699R).
- Core required courses: 21 course work hours, including Port 601A, B, or C and six courses in Portuguese, Brazilian, or Lusophone areas.
- Electives: 6 hours in any related area of study from Spanish and Portuguese. (Span 673R does not count toward this requirement)
- Thesis or two-paper option: 6 credit hours of Port 699R, plus an oral defense.
- Examinations: comprehensive, culminating written exam in specialty.
- Completion of three semesters (college level or equivalent) of a second foreign language other than English in addition to language of specialization.

- Teaching requirement: teach at least one Portuguese language class (100/200 level).

Spanish—MA

Students must choose one of the following areas of specialization before applying to the program: Hispanic Literatures, Hispanic Linguistics, and Spanish Pedagogy.

Requirements for Hispanic Literatures Specialization:

- Credit hours: 33.
- Core required courses: 21 hours, including Span 601B and six courses in Peninsular or Spanish American literature. At least two courses must be taken from each of the two regional emphases. (Span 638 and 602 may not be used to fulfill this minimum regional requirement.)
- Electives (6 hours): 3 hours in Hispanic linguistics and 3 hours in Spanish pedagogy. (Span 673R does not count toward this requirement.)
- Thesis or two-paper option: 6 credit hours of Span 699R, plus an oral defense.
- Examinations: comprehensive, culminating written exam in specialty.
- Completion of three semesters (college level or equivalent) of a second foreign language other than English in addition to language of specialization.
- Teaching requirement: teach at least one Spanish language class (100/200 level).

Requirements for Hispanic Linguistics Specialization:

- Credit hours: 33.
- Core required courses: 21 hours, including Span 601A, 625, and 626 and four courses in Hispanic linguistics.
- Electives (6 hours): 3 hours in Peninsular or Spanish American literature and 3 hours in Spanish

pedagogy. (Span 673R does not count toward this requirement.)

- Thesis or two-paper option: 6 credit hours of Span 699R, plus an oral defense.
- Examinations: comprehensive, culminating, written exam in specialty.
- Completion of three semesters (college level or equivalent) of a second foreign language other than English in addition to language of specialization.
- Teaching requirement: teach at least one Spanish language class (100/200 level).

Requirements for Spanish Pedagogy Specialization:

- Credit hours: 33.
- Core required courses (21 hours), Span 601C, 671, 676; three courses in Spanish Pedagogy; and three 1-credit mini-courses (2 in pedagogy and one in literature or linguistics). (Span 673R does not count toward the core requirement).
- Electives (6 hours): 3 hours in Hispanic linguistics and 3 hours in Peninsular or Spanish American literature.
- Thesis or project option: 6 credit hours of Span 698R or 699R, plus an oral defense.
- Examinations: comprehensive, culminating written exam in specialty.
- Completion of three semesters (college level or equivalent) of a second foreign language other than English in addition to language of specialization.
- Teaching requirement: teach at least one Spanish language class (100/200 level).

FINANCIAL ASSISTANCE

Students may receive a position as a student instructor depending on departmental needs and on their qualifications. All potential student

instructors must have completed an undergraduate 3-hour phonetics course and a 3-hour methodology course, and they must participate in an intensive workshop held during the week previous to the commencement of fall classes. Continuing employment and the number of sections assigned to candidates each semester depend on department needs and on the students' performance as instructors and on their own academic progress. Additionally, most students receive partial scholarship grants (generally 65-85% of required courses) to help cover tuition expenses.

RESOURCES AND OPPORTUNITIES

The Department of Spanish and Portuguese utilizes the Humanities Research Center for world-class computer-assisted language instruction. Students may choose to participate in a variety of Study Abroad programs conducted by the department in Europe and Latin America. Every third year during the summer term, the College of Humanities offers the Summer Language Institute, a program that allows a student total immersion in foreign language teaching while receiving course credit. Housing is provided for participants where the language can be applied on a practical level.

Faculty research interests currently include:

- Acquisition of Spanish as a second language (language teaching methodology, teacher training, oral proficiency testing, computer-administered placement and speaking tests)
- Hispanic literature (Spanish medieval literature, Spanish golden age literature, eighteenth- and nineteenth-century Spanish literature, Spanish American women writers, Spanish women writers, Hispanic film, Spanish American poetry, modern Spanish poetry, literature and philosophy, contemporary Hispanic theatre, Mexican prose, metafiction and metatheatre, His-

panic romanticism, Spanish realist narrative, intersemiotic analogies, literature and science, Spanish cultural studies)

- Portuguese literature (classical Portuguese literature, Brazilian literature)
- Hispanic linguistics (Caribbean sociolinguistics, phonetic spectrography; Romance semantics, Hispanic paleography, mood in the nominal clause, language contact, bilingualism)

For a more detailed description of the graduate program requirements, send for a copy of the department's prospective student packet.

COURSE DESCRIPTIONS

PORT

520. Advanced Portuguese Grammar. (3)

Prerequisite(s):

Applying contemporary grammatical concepts to problems in Portuguese grammar.

521. Romance Philology. (3)

Prerequisite(s):

Comparative study of evolution of Latin into modern romance languages.

522. History of the Portuguese Language. (3)

Prerequisite(s):

Linguistic sources that contributed to formation of Portuguese.

529R. Special Topics in Portuguese Linguistics. (3)

Prerequisite(s): Port 321 or equivalent.

Topics from semantics to dialectology to sociolinguistics.

599R. Academic Internship: Portuguese Internship. (1-3)

Prerequisite(s): Port 321 or equivalent; instructor's consent.

601A. Portuguese Linguistics and Research Methodology. (3)

Prerequisite(s):

Basic research fields in linguistics (i.e., phonology, philology, syntax, psycholinguistics), how research differs in each area, and specific theoretical issues associated with each. Bibliographical and field research methods and techniques of reporting findings.

601B. Literary Theory and Research Methodology. (3)

Prerequisite(s):

Introduction to literary theory, emphasizing major theoretical movements and strategies of literary interpretation. Bibliographical techniques, research methodology, and issues pertaining to the profession.

639R. Luso-Brazilian Theatre Production. (3)

Prerequisite(s):

Theory and practice of dramatic performance. Includes participation in a play to be performed during semester.

642. Camoes. (3)

Prerequisite(s):

649R. Seminar in Portuguese Literature. (3)

Prerequisite(s):

652. Machado de Assis. (3)

Prerequisite(s): Port 441, 451; or equivalents.

653. Twentieth-Century Brazilian Literature. (3)

Prerequisite(s): Port 441, 451; or equivalents.

659R. Seminar in Brazilian Literature. (3)

Prerequisite(s):

661R. African Literature in Portuguese. (3)

Prerequisite(s):

Modern authors from the five African nations whose official language is Portuguese: Angola Cabo Verde, Guine Bissau, Mozambique, and Sao Tome Pricipe. Authors include Jose Craveirinha, Mia Couto, Noemia de Sousa, Jose Tenreiro, Castro Soromenho, Luandino Vieira, Pepetala, Baltasar Lopes, among others.

662R. Literature of the Lusophone World. (3)

Prerequisite(s):

Authors from the eight nations whose official language is Portuguese, plus former colonies and regions of important Portuguese influence. Included are Luso-American and Azorean writers, as well as authors from East Timor (formerly Indonesia), Goa (India), and Macau (China).

673R. Directed Teaching of Portuguese. (1-3)

Prerequisite(s): Teaching assistantship in department.

Supervised, practical experience in teaching Portuguese at the college level.

675. Teaching Literature. (3)

Prerequisite(s): Port 601B

One-third of class time: theory and techniques of literature instruction; two-thirds of class time: practice teaching in undergraduate literature courses.

680R. Directed Research in Portuguese. (1-3)

Prerequisite(s): Written proposal subject to departmental approval.

Under direction of faculty member, designing and conducting research project that covers material not normally presented in regular course work. Research paper required.

698R. Master's Project. (0.5-6)

Prerequisite(s):

699R. Master's Thesis. (1-9)

Prerequisite(s):

SPAN

520. Problems in Spanish Grammar. (3)

Prerequisite(s):

Application of contemporary grammatical concepts to problems in Spanish grammar.

521. Romance Philology. (3)

Prerequisite(s):

Comparative study of the evolution of Latin into modern Romance languages.

522. History of the Spanish Language. (3)

Prerequisite(s):

Linguistic sources that contributed to formation of the Spanish language.

529R. Special Topics in Spanish Linguistics. (3)

Prerequisite(s): Span 520, 522.

Topics include semantics, dialectology, and sociolinguistics.

577. Spanish Language Teaching Procedures. (3)

Prerequisite(s): For public school teachers.

Mastery of skills specific to foreign language instruction. Lectures, demonstrations, practical experience.

599R. Academic Internship: Spanish Internship. (0.5-3)

Prerequisite(s): Span 321 and instructor's consent.

601A. Hispanic Linguistics and Research Methodology. (3)

Prerequisite(s):

Basic research fields in linguistics (i.e., phonology, philology, syntax, psycholinguistics), how research differs in each area, and specific theoretical issues associated with each. Bibliographical and field research methods and techniques of reporting findings.

601B. Literary Theory and Research Methodology. (3)

Prerequisite(s):

Introduction to literary theory, emphasizing major theoretical movements and strategies of literary interpretation. Bibliographical techniques, research methodology, and issues pertaining to the profession.

601C. Research Designs in Hispanic Language Teaching. (3)

Prerequisite(s):

Designing and evaluating empirical research studies in foreign language learning and teaching methodology. Bibliographical techniques and methods of reporting findings.

602R. Special Topics in Contemporary Literary Theory. (3)

Prerequisite(s): Instructor's consent.

Topics, figures, themes, and movements in contemporary theory as they relate to Hispanic literatures, cultures, and film.

622. Hispanic Dialectology. (3)

Prerequisite(s):

Overview of the varieties of spoken Spanish.

625. Spanish Morphosyntax. (3)

Prerequisite(s):

Linguistic study of morphological and syntactic structure of Spanish.

626. Spanish Phonetics and Phonology (3)

Prerequisite(s): Span 326 or instructor's consent.

Systematic study of articulatory and acoustic Spanish phonetics and of structural and generative approaches to phonological description of Spanish.

629R. Seminar in Spanish Linguistics. (3)

Prerequisite(s):

638. Hispanic Cinema. (3)

Prerequisite(s): Span 339 or equivalent.

Introduction to study of film; background in appreciating best of motion picture art in Spain and Spanish America.

639R. Hispanic Theatre Production. (3)

Prerequisite(s): Director's consent.

Theory and practice of dramatic performance. Includes participation in play to be performed during semester.

640. Medieval Spanish Literature. (3)

Prerequisite(s): Span 441 or equivalent.

Spanish Literature from *El Cantar de Mio Cid* (1140) through *La Celestina* (1499).

643R. Golden Age Literature. (3)
Prerequisite(s): Span 441 or equivalent.

Sixteenth- and seventeenth-century Spanish literature.

644. *Don Quijote*. (3)
Prerequisite(s): Span 441 or equivalent.

In-depth study of Cervantes's *El ingenioso hidalgo don Quijote de la Mancha*.

646R. Nineteenth-Century Spanish Literature. (3)
Prerequisite(s): Span 441 or equivalent.

Romanticism (1770s through 1870s) and/or the novels of Benito Perez Galdos and his contemporaries.

648R. Twentieth-Century Spanish Literature. (3)
Prerequisite(s): Span 441 or equivalent.

Genre (twentieth-century novel, drama, or poetry) or particular school (Generation of 1898, Generation of 1927, etc.)

649R. Seminar in Spanish Literature. (3)
Prerequisite(s):

650R. Early Spanish American Literature. (3)
Prerequisite(s): Span 451 or equivalent.

Indigenous literature (Maya, Nahuatl, etc.) and other texts written in Spanish colonial America through eighteenth century.

654R. The Spanish American Novel. (3)
Prerequisite(s): Span 451 or equivalent.

Selected Spanish American novelists such as Juan Rulfo, Gabriel Garcia Marquez, Alejo Carpentier, Mario Vargas Llosa, etc.

655R. Spanish American Poetry. (3)
Prerequisite(s): Span 451 or equivalent.

Selected Spanish American poets, movements, and national traditions.

656R. Spanish American Drama. (3)
Prerequisite(s): Span 451 or equivalent.

Twentieth-century theatre from Spanish America and Brazil.

658R. The Hispanic-American Short Story (3)
Prerequisite(s): Span 451 or equivalent.

Introduction and development of an important literary genre in Spanish America, including works of Jorge Luis Borges, Julio Cortazar, Juan Rulfo, Gabriel Garcia Marquez, and others.

659R. Seminar in Spanish American Literature. (3)
Prerequisite(s):

670R. Teaching Oral and Literacy Skills in a Foreign Language. (3)
Prerequisite(s):

Examining, in alternate years, theory and techniques for teaching oral skills (speaking and listening) and literacy skills (reading and writing) in a foreign language.

671. Principles of Foreign Language Learning and Teaching. (3)
Prerequisite(s):

Basic theories and principles of language learning and teaching. History, current research, practices, trends, and issues.

672. Media and Technology in Foreign Language Instruction. (3)
Prerequisite(s):

Applying modern technology and instructional media in teaching foreign languages.

673R. Directed Teaching of Spanish. (1-3)
Prerequisite(s): Span 326, 377 (or equivalents); graduate assistantship in department.

Supervised, practical experience in teaching Spanish at the college level.

674. Teaching Hispanic Culture. (3)
Prerequisite(s):

Methods of researching and teaching Hispanic culture.

675. Teaching Literature. (3)
Prerequisite(s):

One-third of class time: theory and techniques of literature instruction; two-thirds of class time: practice teaching in undergraduate literature courses.

676. Principles of Testing Foreign Language Skills. (3)
Prerequisite(s):

Test development and analysis for assessment of the four skills plus grammar and culture; survey and questionnaire construction.

679R. Seminar in Teaching Spanish. (3)
Prerequisite(s):

Topics vary. In-depth discussion about issues relating to language teaching and research.

680R. Directed Research in Spanish. (1-3)
Prerequisite(s): Written proposal subject to departmental approval.

Individualized study. Under direction of faculty member, designing and conducting research project that covers material not normally presented in regular course work. Research paper required.

698R. Master's Project. (1-6)
Prerequisite(s): Committee chair's consent.

Candidates in nonthesis program may complete approved field project as their writing/research experience.

699R. Master's Thesis. (0.5-9)
Prerequisite(s):

FACULTY

Alba, Orlando, *Professor*, PhD, Universidad Complutense de Madrid, Spain, 1988. Hispanic Sociolinguistics

Alvord, Scott M., *Assistant Professor*, PhD, University of Minnesota, 2006. Hispanic Linguistics: Phonetics: Phonology: Sociolinguistics: Language Contact: Spanish in the U.S.: Second Language Acquisition of Phonology

Bateman, Blair E., *Associate Professor*, PhD, University of Minnesota, 2002. Teaching Culture: Language Teaching Methodology: Assessing Language Learning

SPANISH AND PORTUGUESE

- Fails, Willis C.**, *Associate Professor*, PhD, University of Texas, Austin, 1984. Experimental Phonetics: Spanish and Portuguese Linguistics
- Fitzgibbon, Vanessa**, *Assistant Professor*, PhD, University of Wisconsin, Madison, 2006. Contemporary Brazilian Literature: Brazilian Identity, Culture, and History: Luso-Brazilian Literature, Theater and Film
- Garcia, Mara Lucy**, *Professor*, PhD, University of Kentucky, 1997. Spanish American Narrative: Contemporary Women Writers
- Hague, Daryl R.**, *Associate Professor*, PhD, State University of New York, Binghamton, 2002. Translation Theory and Pedagogy
- Hegstrom, Valerie**, *Associate Professor*, PhD, University of Kansas, 1992. Early Modern Comedia, Novella, Poetry: Spanish Theater Performance: Women Writers and Feminist Theory
- Knapp, Nieves Perez**, *Associate Teaching Professor*, PhD, University of Oviedo, Spain, 2003. Spanish Language: Language Teaching Methodology: Materials Development
- Krause, James R.**, *Assistant Professor*, PhD, Vanderbilt University, 2010. 20th Century Brazilian and Spanish American Narrative and Poetry: Comparative Latin American & Inter-American Literature: Translation Studies
- Laraway, David**, *Associate Professor*, PhD, Cornell University, 1998. Spanish American Poetry, Philosophy, Basque Literature and Culture, Borges
- Larson, Jerry W.**, *Professor*, PhD, University of Minnesota, Minneapolis-St. Pa, 1977. Foreign Language Education
- Lund, Christopher C.**, *Professor*, PhD, University of Texas, Austin, 1974. Classical Portuguese Literature
- Martinsen, Rob A.**, *Assistant Professor*, PhD, University of Texas, Austin, 2007. Foreign or Second Language Acquisition/Teaching Methods: Teaching and Learning Languages through Study Abroad and Technology
- Meredith, R. Alan**, *Associate Professor*, PhD, Ohio State University, 1976. Second-Language Teaching Methodology: Testing: Research Design
- Montgomery, Cherice**, *Assistant Professor*, PhD, Michigan State University, 2009. World Language Education, Pedagogy, and Curriculum Development: Transliteration and Social Technologies: Professional Development: Arts-informed Education and Inquiry: Teacher Preparation
- Nielson, Rex**, *Assistant Professor*, PhD, Brown University, 2010. 19th, 20th, and 21st Century Brazilian Narrative: Portuguese and Luso-African Literature: Comparative Literature: Ecocriticism
- Pratt, Dale J.**, *Professor*, PhD, Cornell University, 1994. Nineteenth- and Twentieth-Century Spanish Literature: Realism: Generation of '98: Literature and Science: Theatre Performance: Comparative Literature
- Quackenbush, L. Howard**, *Professor*, PhD, University of Illinois, 1970. Latin-American Literature
- Rosenberg, John R.**, *Professor*, PhD, Cornell University, 1985. Nineteenth- and Twentieth-Century Spanish Literature: Romanticism: Historical Novel: Autobiography
- Sherman, Alvin F.**, *Professor*, PhD, University of Virginia, 1990. Eighteenth- and Nineteenth-Century Spanish Literature: 21st Century Spanish Literature: Medieval Literature: Romanticism: Spanish Civil War
- Smead, Robert N.**, *Associate Professor*, PhD, University of Texas, Austin, 1988. Spanish-English Language Contact: Hispanic Bilingualism: Spanish Linguistics: Variationism
- Stallings, Gregory C.**, *Associate Professor*, PhD, University of California, Irvine, 1999. Twentieth-Century Spanish Poetry: Literary Theory
- Turley, Jeffrey S.**, *Associate Professor*, PhD, University of California, Berkeley, 1992. Spanish Linguistics: Romance Philology: Semantics
- Weatherford, Douglas J.**, *Associate Professor*, PhD, Pennsylvania State University, 1997. Contemporary Spanish American Narrative: Colonial Literature: Historical Novel: Hispanic Film
- Williams, Frederick G.**, *Gerrit de Jong, Jr.*, *Distinguished Professor of Luso-Afro-Brazilian Studies*, PhD, University of Wisconsin, 1971. Portuguese, Brazilian, and Mozambican Literatures
- Williams, Lynn**, *Professor*, PhD, University of London, 1978. Spanish Linguistics: History of the Spanish Language: Spain as a Multilingual State: Medieval Literature: Seventeenth-Century Diplomatic History

STATISTICS

Chair: Scott, Del T

Graduate Coordinator: Reese, C. Shane

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(801) 422-4505

Web site: <http://statistics.byu.edu/graduate>

THE PROGRAMS OF STUDY

Statistics is a scientific discipline by which statisticians assist other scientists and researchers in making informed decisions in the face of uncertainty. Statisticians use skills in a variety of areas to solve problems. The application of statistics is the embodiment of the scientific method.

The statistics MS is an applied degree that prepares outstanding students for successful and productive careers. The graduate curriculum is designed to equip students with decision-making skills necessary for successful careers as professional statisticians. Although a firm foundation in theoretical statistics is provided, most of the courses are applied in nature, offering approaches to the solution of important real-world problems.

The Statistics Integrated BS/MS program allows well-prepared students to complete both degree programs efficiently and at a lower tuition cost. Majors in the Statistical Science and Biostatistics emphases can apply for the integrated program after taking Stat 230 and Stat 330 and completing University Core requirements.

Twenty to twenty-five students enroll in the statistic's masters program each fall. Students are expected to complete the master's program in two years.

Statistics—MS

Requirements for Degree.

- Credit hours: Thesis option (30): minimum 24 course work plus 6 thesis hours (Stat 699R). Project option (33): minimum 30 course work plus 3 project hours (Stat 698R).

- Required courses: Stat 535, 536, 624, 641, 642, and 9 hours in statistics courses numbered 600 or above, excluding 698R and 699R.
- Minor (optional): any approved minor.
- Thesis or project.
- Examinations: (A) comprehensive written examination covering Stat 535, 536, 641, and 642, (B) oral defense of project or thesis.
- C+ or better in each class, with an overall cumulative 3.0 GPA in all MS degree classes.

FINANCIAL ASSISTANCE

The department has limited funds to supplement students' financial resources, and such funds are only available within departmental and university guidelines. All admitted students receive teaching or research assistantships. Some students will receive full graduate tuition awards.

RESOURCES AND OPPORTUNITIES

Center for Collaborative Research and Statistical Consultation. The Center operates with full access to all departmental resources to provide statistical expertise to faculty, graduate students, and off-campus researchers in other disciplines. Areas of particular strength are designing experiments and sample surveys and analyzing the resulting data. Problems are solved by application and adaptation of state-of-the-art methodology and development of new methodology as required.

Computing Facilities. The Department of Statistics provides several excellent general computer laboratories furnished with computing equipment and software for statistical graphics, data analysis, and statistical computing. These laboratories are reserved for students in the department.

Department Research. Faculty

members in the Department of Statistics carry out a rich variety of research programs. Research emphases include Bayesian methods, environmental and spatial statistics, reliability of industrial and computing processes, statistical genetics and bio-informatics, mixed models and longitudinal data, data mining, chemometrics, actuarial methods, design and analysis of experiments, and issues in statistical computation. In addition to these general areas, more specific research interests for individual faculty are listed in the faculty section immediately following the course descriptions.

For a more detailed description of the graduate program requirements, send for a copy of the department's bulletin or visit their website at <http://statistics.byu.edu>.

COURSE DESCRIPTIONS

STAT

500. (Stat-Chem-CS-Geol-Math-MthEd-Phscs) Business Career Essentials in Science and Math. (1.5)

Prerequisite(s):

Introduction for science, math, and statistics majors to careers in industry. Project planning, oral and written business presentations, business accounting, and technology readiness.

511. Statistical Methods for Research 1. (3)

Prerequisite(s): Stat 121 or equivalent.

Basic statistical methodologies and experimental design. Topics include simple analysis of variance, multiple regression, analysis of covariance, model selection.

512. Statistical Methods for Research 2. (3)

Prerequisite(s): Stat 511.

Advanced statistical methodologies and experimental design. Topics include multi-way analysis of variance, mixed models of variance, logistic regression, log-linear models, time series models, principal components, canonical correlation, common experimental designs.

STATISTICS

535. Applied Linear Models. (3)

Prerequisite(s): Departmental consent.

Theory of estimation and testing in linear models. Analysis of full-rank model, over-parameterized model, cell-means model, unequal subclass frequencies, and missing and fused cells. Estimability issues, diagnostics.

536. Modern Regression Methods. (3)

Prerequisite(s): STAT 535, 624; or departmental consent.

Weighted least squares, Bayesian linear models, robust regression, nonlinear regression, local regression, generalized additive models, tree-structured regression.

537. Generalized Linear Models. (3)

Prerequisite(s): Stat 535, 642.

Generalized linear models framework, binary data, polytomous data, log-linear models.

538. Survival Analysis. (3)

Prerequisite(s): Stat 341.

Basic concepts of survival analysis; hazard functions; types of censoring; Kaplan-Meier estimates; Logrank tests; proportional hazard models; examples drawn from clinical and epidemiological literature.

590R. Statistical Consulting. (1-3)

Prerequisite(s): Departmental consent.

Introduction to statistical consulting, oral presentations, presentation packages, written reports. Extensive applied experience in the Center for Collaborative Research and Statistical Consulting.

591R. Graduate Seminar in Statistics. (0)

Prerequisite(s):

595R. Special Topics in Statistics. (1-3)

Prerequisite(s): Instructor's consent.

599R. Academic Internship: Statistics. (1-9)

Prerequisite(s): Departmental consent.

On-the-job experience. Report required.

624. Statistical Computation. (3)

Prerequisite(s): Departmental consent.

Fundamental numerical methods used by statisticians; programming concepts; efficient use of software available for statisticians; simulation studies.

631. Advanced Experimental Design. (3)

Prerequisite(s): Stat 431, 535, 642.

Response surface methods, mixture designs, and optimal designs; fractions of two-level, three-level, and mixed-level factorials; analysis of experiments with complex aliasing; robust parameter designs.

635. Mixed Model Methods. (3)

Prerequisite(s): Stat 535, 624, 642.

Fixed effects, random effects, repeated measures, nonindependent data, general covariance structures, estimation methods.

641. Probability Theory and Mathematical Statistics 1. (3)

Prerequisite(s): Departmental consent.

Axioms of probability; combinatorics; random variables, densities and distributions; expectation; independence; joint distributions; conditional probability; inequalities; derived random variables; generating functions; limit theorems; convergence results.

642. Probability Theory and Mathematical Statistics 2. (3)

Prerequisite(s): Stat 641.

Introduction to statistical theory; principles of sufficiency and likelihood; point and interval estimation; maximum likelihood; Bayesian inference; hypothesis testing; Neyman-Pearson lemma; likelihood ratio tests; asymptotic results, including delta method; exponential family.

643. Theory of Linear Models. (3)

Prerequisite(s): Stat 642.

Random vectors; multivariate normal distribution; quadratic forms distribution; full-rank and non-full-rank linear models hypothesis testing; random predictors; estimability; Bayesian topics; mixed and/or generalized linear models.

651. Bayesian Methods. (3)

Prerequisite(s): Stat 536, 642.

Basic Bayesian inference; conjugate and nonconjugate analyses; Markov Chain Monte Carlo methods; hierarchical modeling; convergence diagnostics.

666. Multivariate Statistical Methods. (3)

Prerequisite(s): Stat 535, 624, 642.

Inference about mean vectors and covariance matrices; multivariate analysis of variance and regression; canonical correlation; discriminant, cluster, principal component, and factor analysis.

690R. Advanced Special Topics. (3)

Prerequisite(s): Instructor's consent.

695R. Readings in Statistics. (1-3)

Prerequisite(s): Departmental consent.

698R. Master's Project. (1-3)

Prerequisite(s): Departmental consent.

699R. Master's Thesis. (1-6)

Prerequisite(s): Departmental consent.

FACULTY

Berrett, Candace, *Assistant Professor*, PhD, The Ohio State University, 2010. Spatial and Space-time Statistics: Bayesian Modeling, Categorical Data, Applications to the Environmental Sciences

Blades, Natalie J., *Assistant Professor*, PhD, Johns Hopkins University, 2003. Infectious Disease Epidemiology: Meta-analysis of fMRI Imaging Studies: Ordinal Data Models

Christensen, William F., *Professor*, PhD, Iowa State University, 1999. Environmental and Spatial Statistics: Multivariate Analysis, Pollution Source Apportionment: Resampling Methods: Climate and Paleoclimate: Applications of Statistics in Politics and Law

Collings, Bruce J., *Professor*, PhD, University of North Carolina, 1981. *Combinatorics: Actuarial Science: Probability*

Eggett, Dennis L., *Research Associate Professor*, PhD, North Carolina State University, 1987. *Linear Models: Experimental Design: Statistical Computing*

Engler, David A., *Assistant Professor*, PhD, Harvard University, 2007. *Variable Selection for High-dimensional Data Analysis: Data Mining: Actuarial Science*

Fellingham, Gilbert W., *Professor*, PhD, University of Washington, 1990. *Bayesian Nonparametrics: Bayesian Hierarchical Models: Applications in Sports, Human Performance, and Health*

Grimshaw, Scott D., *Professor*, PhD, Texas A&M University, 1989. *Data Mining: Statistical Computing: Control Charts: Audience Measurement and Analytics*

Johnson, W. Evan, *Assistant Professor*, PhD, Harvard University, 2007. *Statistical Genomics/Genetics: Computational Biology: Bioinformatics: Translational Cancer Research*

Lawson, John S., *Professor*, PhD, Polytechnic Institute of New York, 1984. *Design and Analysis of Experiments: Reliability Engineering: Statistical Process Control: Record Linkage*

Neeley, E. Shannon, *Assistant Professor*, PhD, Rice University, 2008. *Biostatistics: Statistical Application in Medicine, Health, and Wildlife: Spatial Statistics and Climate*

Reese, C. Shane, *Professor*, PhD, Texas A&M University, 1999. *Bayesian Hierarchical Models: Bayesian Optimal Experimental Design: Sports Statistics: Reliability: Computer Experiments: Applications of Statistics to National Security Issues*

Schaalje, G. Bruce, *Professor*, PhD, North Carolina State University, 1988. *Mixed Linear Models: Experimental Design: Small Sample Inference: Authorship Attribution*

Scott, Del T., *Professor*, PhD, Pennsylvania State University, 1977. *Statistical Computing: Categorical Data Analysis: Linear Models: Graphical Analysis*

Tolley, H. Dennis, *Professor*, PhD, University of North Carolina, 1974. *Actuarial methods in Health, Applications of Statistical Mechanics to Multiple Agent Problems: Statistical Methods in Analytic Chemistry*

Whiting, David G., *Associate Professor*, PhD, Texas A&M University, 1995. *Proteomics: Bioinformatics: Data Mining: Linear Models: Computational Statistics*

TEACHER EDUCATION

Chair: Wentworth, Nancy McMillan
Graduate Coordinator: Young, Janet R.

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THE PROGRAMS OF STUDY

The Department of Teacher Education offers one graduate program, a Master's of Art (MA) in teacher education. The program is designed to (A) improve teachers' work with students in pre-K-12 schools, (B) improve teachers' mentoring of pre-service and induction-years teachers, and (C) prepare teachers to function as leaders in pre-K-12 schools and other teaching and learning communities.

Teacher Education—MA

The master's program is a two-year, evening and summer-intensive program for the working professional. Students move through their course work as a cohort and complete course work on the BYU campus.

The curriculum is both theory and practice based. The teacher education core provides teachers with a thorough understanding of the theories and practices related to their professional assignment and space for considering their role as educators. The research core includes courses in research methods, statistics, qualitative data analysis, and culminates in a thesis. In addition to the teacher education and research cores, students choose one of four specialty areas: **literacy education, integrative STEM education, teacher education, or physical education teacher education.**

Literacy Education

The specialty area in literacy education provides experienced teachers (pre-K-12) with increased knowledge

TEACHER EDUCATION

and expertise in key areas related to classroom literacy instruction and prepares them to provide leadership in literacy instruction and professional development programs. The course content is aligned with current standards for reading professionals as set forth by the International Reading Association. Participants who complete the master's degree with a focus in literacy education, meet the coursework qualification for a Level I Utah Education Reading Endorsement as well as receiving their MA.

Integrative STEM Education

The Integrative Science-Technology-Engineering-Mathematics (STEM) specialty provides experienced teachers (pre-K-12) the opportunity to strengthen their ability to (a) offer quality integrated STEM experiences for students in their own classrooms, and (b) encourage students to enter STEM-related fields. Candidates will also be prepared as teacher leaders in STEM education within their schools and districts, thereby preparing them to act as mentors for beginning teachers and enabling them to support the ongoing education of other teachers.

Teacher Education

The specialty area in teacher education provides experienced teachers (pre-K-12) with opportunities to develop and deepen their theoretical, philosophical, historical, and practical understandings of teaching, the process of becoming a teacher, and the process of continuing professional development. Particular emphasis is placed on developing the knowledge and ability needed to improve one's own teaching practice and to assist others in becoming better teachers.

Physical Education Teacher Education

Experienced pre-K-12 teachers completing the program with the PETE specialty area will strengthen their ability to (a) offer quality physical education and lifetime wellness experiences for students, (b) complete further graduate work and become teacher educators in higher education, and (c) return to the public

school setting as on-site teacher educators or district specialists in Physical Education curriculum, health and wellness, thereby preparing them to act as mentors for beginning teachers and enabling them to support the ongoing education of other teachers.

Requirements for Degree.

- Credit hours (42): minimum 36 hours plus 6 hours of thesis (T Ed 699R).
- Required core courses: T Ed 602, 603, 604.
- Required research courses: T Ed 601, 691, 692.
- Specialty area courses: literacy education (T Ed 620, 621, 622, 623, 624, 625), integrative STEM education (T Ed 680, 681, 682, 683, 684, 685), teacher education (T Ed 660, 661, 662, 663R, 664, 665), or PETE (T Ed 640, 641, 642, 643, 644, 645).
- Thesis (T Ed 699R).
- Examinations: oral defense of course work and oral defense of thesis (consult department for details).

FINANCIAL ASSISTANCE

Financial assistance is granted to graduate students in the Department of Teacher Education as university funding permits. A limited number of research assistantships may also be funded through faculty research grants.

RESOURCES AND OPPORTUNITIES

Computer laboratories provide students with access to the Internet. Macintosh and Windows computers in the laboratories also provide graduate students with a variety of computer software packages. All computers have access to myBYU, the university intranet, which provides services such as e-mail and class discussion groups. The Internet links permit students to

search library catalogs and databases originating at the university and at countless locations around the world.

Graduate student office space is provided for graduate students who are working with faculty on research, evaluation, and development projects.

COURSE DESCRIPTIONS

EL ED

589R. Special Topics in Education. (0.5-3)

Prerequisite(s):
Topics vary.

680R. Professional Internship. (0.5-6)

Prerequisite(s):
Professional work experience in area of specialization under direction of a faculty member.

693R. Directed Individual Study. (0.5-4)

Prerequisite(s):

695R. Independent Research. (0.5-6)

Prerequisite(s):
Conceptualizing, designing, implementing, and evaluating a student-initiated project in a school classroom for curriculum improvement.

SC ED

589R. Special Topics in Education. (0.5-3)

Prerequisite(s):
Topics vary.

T ED**589R. Special Topics in Education.** (3)

Prerequisite(s):

601. Becoming a Student of Teaching. (3)

Prerequisite(s): Membership in teacher education cohort or instructor's consent.

Introduction to graduate study and the benefit of teachers studying their own practice. Survey of leaders, literature, and current issues in education.

602. Contemporary Theories of Learning and Teaching. (3)

Prerequisite(s): Membership in teacher education cohort or instructor's consent.

Contemporary theories of learning and teaching from personal and public perspectives and how those theories converge with professional practice in classrooms and schools.

603. Content-Area Literacy Instruction. (3)

Prerequisite(s): Membership in teacher education cohort or instructor's consent.

Content-area instructional strategies attuned to vocabulary, concept development demands, nature of content-area texts. Issues of negotiating and creating texts in content-area disciplines.

604. Education for Democracy. (3)

Prerequisite(s): Membership in teacher education cohort or instructor's consent.

The public purposes of education, including preparing students for active participation in a democracy.

620. Foundations of Literacy. (3)

Prerequisite(s): Membership in teacher education cohort or instructor's consent.

Historical and theoretical perspective of literacy-related issues and challenges. Implications for making well-informed decisions that benefit all students.

621. Literature for Young People. (3)
Prerequisite(s): Membership in teacher education cohort or instructor's consent.

Overview of fiction and nonfiction literature for elementary and secondary school students (K-12); authors, current trends, and cross-curriculum classroom applications.

622. Literacy Development and Instruction. (3)

Prerequisite(s): Membership in teacher education cohort or instructor's consent.

Emergent, early, and adolescent literacy development; ideas for constructing appropriate literacy learning environments, experiences, and instructional interventions for students pre-K-12.

623. Reading Comprehension Instruction. (3)

Prerequisite(s): Membership in teacher education cohort or instructor's consent.

Current theories and models of reading comprehension. Implications for comprehension instruction considering cultural, linguistic, and cognitive differences; curriculum; curriculum integration; motivational strategies.

624. Writing Instruction. (3)

Prerequisite(s): Membership in teacher education cohort or instructor's consent.

Writing development, including spelling, handwriting, and vocabulary. Instructional practices for teaching the writing process, integrating reading, listening, speaking, and assessment.

625. Literacy Assessments and Interventions. (3)

Prerequisite(s): Membership in teacher education cohort or instructor's consent.

Formal and informal assessment procedures. Appropriate instructional interventions for students of varying ages, performance levels, and linguistic abilities, particularly struggling students.

626. Organization and Administration of Literacy Programs. (3)

Prerequisite(s):

Examining ways to organize and administer school and classroom reading programs. Examining issues relating to program types, reading assessment, grouping, grade level articulation, and supervision.

627. Research in Literacy. (3)

Prerequisite(s):

Research literature in reading, both classical and current, emphasizing application of findings to educational practice.

640. Foundations in Physical Education Teacher Education Research. (3)

Prerequisite(s): Acceptance into the T Ed MA program.

Theory and application of roles of teacher education in research, teaching, and clinical evaluation.

641. Issues and Trends in Physical Education Teacher Education. (3)

Prerequisite(s): Acceptance into the T Ed MA program.

PETE landmark research, current trends and future direction.

642. Curriculum and Instructional Theory and Design in Physical Education. (3)

Prerequisite(s): Acceptance into the T Ed MA program.

Theories, concepts, and practices associated with design and delivery of physical education in the public schools and in physical education teacher education.

643. Physical Education for Special Populations. (3)

Prerequisite(s): Acceptance into the T Ed MA program.

Theoretical and practical aspects of teaching individuals with disabilities in the physical education setting.

644. Advocacy in Physical Education Teacher Education. (3)

Prerequisite(s): Acceptance into the T Ed MA program.

History, concepts, issues, current trends, and professional practices associated with becoming an effective advocate for physical education at local, regional, and national levels.

TEACHER EDUCATION

645. Seminar in Physical Education Teacher Education. (3)

Prerequisite(s): Acceptance into the T Ed MA program.

Exploration, synthesis, and discussion of current PETE research, methodologies, and merits of various studies from a teacher educator perspective.

660. History of Teaching and Teacher Education. (3)

Prerequisite(s): Membership in teacher education cohort or instructor's consent.

History of teaching as a cross-generational social and cultural activity; teacher education as a professional practice with present-day educational implications.

661. Classroom as Culture and Knowledge System. (3)

Prerequisite(s): Membership in teacher education cohort or instructor's consent.

Classrooms as culture and knowledge systems and how those systems are created and sustained over time.

662. Teacher Learning and Development. (3)

Prerequisite(s): Membership in teacher education cohort or instructor's consent.

Various models and aspects of teacher development. Topics include teacher identity formation, socialization, expertise, life and career cycles, burnout, and renewal.

663R. Seminar in Teacher Education. (3)

Prerequisite(s): Membership in teacher education cohort or instructor's consent.

664. Mentoring and Supervision. (3)

Prerequisite(s): Membership in teacher education cohort or instructor's consent.

Current research and trends in mentoring, including issues of supervising teachers. Implications for supporting development of beginning and experienced teachers.

665. Best Practices in Teacher Education. (3)

Prerequisite(s): Membership in teacher education cohort or instructor's consent.

Teacher education curriculum; theories and research that support current practice; improving that practice.

680. Historical Foundations of STEM Education. (3)

Prerequisite(s): Acceptance into MA in teacher education program or instructor's consent.

Historical and philosophical foundations of the STEM education disciplines, including socio-cultural, economic, and political influences.

681. The Nature of STEM Discourse and Participation. (3)

Prerequisite(s): Acceptance into MA in teacher education program or instructor's consent.

The nature of various STEM disciplines; how individuals learn, know, communicate, and participate within and between STEM disciplines given contemporary theories of learning and teaching.

682. Advanced STEM Education Pedagogy. (3)

Prerequisite(s): Acceptance into MA in teacher education program or instructor's consent.

Inquiry-based pedagogies characteristic of STEM education applying contemporary theories of teaching and learning. Integrating STEM disciplines through a variety of instructional strategies and models.

683. Advanced STEM Education Curriculum and Development. (3)

Prerequisite(s): Acceptance into MA in teacher education program or instructor's consent.

Strategies for teaching a variety of topics. Developing and implementing integrated STEM curricula.

684. Issues and Trends in STEM Education. (3)

Prerequisite(s): Acceptance into MA in teacher education program or instructor's consent.

Current STEM education trends and issues related to emerging policies and legislation, current practice, teacher preparation, and initiatives at all levels. Weekly seminars on current research within the evolving STEM disciplines.

685. Research and Assessment in STEM Education. (3)

Prerequisite(s): Acceptance into MA in teacher education program or instructor's consent.

Contemporary modes of assessment and evaluation in STEM education and research. Complementing and extending traditional modes of assessment and evaluating quality, analyzing trends, and drawing conclusions regarding the effects of STEM education on student learning.

688R. Internship in Literacy. (1-6)

Prerequisite(s):

Current research and educational studies by faculty and students for collegial critique and analysis.

691. Introduction to Research Design. (3)

Prerequisite(s): Membership in teacher education cohort or instructor's consent.

Designing, conducting, analyzing, reporting, and evaluating research studies in education.

692. Data Analysis. (3)

Prerequisite(s): T Ed 691.

Teacher education and school-based research data analysis. Quantitative: sampling, hypothesis testing, descriptive statistics, correlations, simple linear regression, variance. Qualitative: memoing, coding, category systems, enumeration.

698R. Action Research Project. (1-6)

Prerequisite(s):

Developing, observing, gathering, interpreting, and reporting data from action research project. Two project credit hours must be taken during semester of project defense.

699R. Master's Thesis. (1-2)

Prerequisite(s):

Formal report/defense of substantive research, evaluation, or curriculum project that makes original contribution to field. Thesis credit hours distributed and accompanied by seminars.

FACULTY

Bahr, Damon L., *Associate Professor*, EdD, Brigham Young University, 1988. Mathematics Education: Curriculum and Instruction: Assessment

Barney, David, *Associate Professor*, PhD, Florida State University, 2002. Physical Education Teacher Education

Bullough, Robert V., *Professor*, PhD, Ohio State University, 1976. Teacher Education

Cutri, Ramona M., *Assistant Professor*, PhD, University of California, Los Angeles, 1997. ESL/Multicultural

Draper, Roni Jo, *Professor*, PhD, University of Nevada, Reno, 2000. Literary Education: Teacher Education: Research Design

Erickson, Lynnette B., *Associate Professor*, PhD, Arizona State University, 1996. Social Studies Education: Teacher Education

Feinauer, Erika, *Assistant Professor*, PhD, Harvard University, 2006. Literacy Education

Hall-Kenyon, Kendra, *Associate Professor*, PhD, Columbia University, 2002. Early Childhood Education: Literacy Education: Teacher Education

Korth, Byran, *Assistant Professor*, PhD, Auburn University, 2000. Early Childhood Education

Leavitt, Teresa, *Assistant Professor*, PhD, University of Nevada at Las Vegas, 2008. Mentoring: Classroom Management: Teacher Knowledge: Comparative Issues in Education

Monroe, Eula E., *Professor*, EdD, George Peabody College for Teachers of Vanderbilt, 1980. Mathematics Education: Curriculum and Instruction

Morrison, Timothy G., *Associate Professor*, PhD, University of Illinois, 1986. Literacy Education: Teacher Education

Newberry, Melissa, *Assistant Professor*, PhD, The Ohio State University, 2008. Adolescent Development

Pennington, Todd R., *Associate Professor*, PhD, Virginia Polytechnic Institute & State University, 1998. Curriculum and Instruction - Sport Pedagogy

Pinnegar, Stefinee E., *Associate Professor*, PhD, University of Arizona, 1989. Teacher Education

Prusak, Keven A., *Associate Professor*, PhD, Arizona State University, 2000. Physical Education Teacher Education

Richardson, Michael J., *Assistant Professor*, PhD, Brigham Young University, 2009. Adolescent Development

Rosborough, Alex, *Assistant Professor*, PhD, University of Nevada, Las Vegas, 2010. Multicultural Education: TESOL

Smith, Leigh, *Associate Professor*, PhD, University of Utah, 2002. Science Education: Teacher Education

Tunnell, Michael O., *Professor*, EdD, Brigham Young University, 1986. Children's Literature

Wentworth, Nancy McMillan, *Professor*, PhD, University of Utah, 1993. Technology Education: Mathematics Curriculum and Instruction: Teacher Education

Whiting, Erin Feinauer, *Assistant Professor*, PhD, University of Missouri-Columbia, 2006. Multicultural Education: Inequality, Home, Family and Community Connections to Schools: Community Studies.

Wilcox, Bradley Ray, *Associate Professor*, PhD, University of Wyoming, 1994. Curriculum and Instruction: Literacy Education: Children's Literature: Education in International Settings

Wilkinson, Carol, *Associate Professor*, PhD, Brigham Young University, 1983. Physical Education Teacher Education

Wimmer, Jennifer, *Assistant Professor*, PhD, University of Nevada, Las Vegas, 2010. Content Area Literacy: Literacy Education: Teacher Education

Young, Janet R., *Associate Professor*, PhD, University of Oklahoma, 1996. Literacy Education: Teacher Education

Young, Terrell A., *Professor*, EdD, Brigham Young University, 1988. Children's Literature: Literacy Education: Teacher Education

Zanandrea, Maria, *Associate Professor*, PhD, Brigham Young University, 1992. Physical Education for Special Populations

TECHNOLOGY, SCHOOL OF

Director: Hawks, Val D.

Graduate Coordinator: Terry, Ronald E.

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(801) 422-4297

Web site: <http://www.et.byu.edu/sot>

THE PROGRAMS OF STUDY

The Master of Science in technology degree is designed to develop leaders to respond to the needs of a technology-based society for advanced technical, managerial, and educational personnel. Graduate level leadership and technology application capabilities are developed through rigorous courses and in-depth research and development experiences. The MS in technology provides opportunities for students to engage in applied technical research that adds to the knowledge of relevant practice or solves problems that arise in the workplace.

One degree is offered through the School of Technology: Technology—MS.

Technology—MS

The School of Technology, an academic unit in the College of Engineering and Technology, provides a Master of Science degree with specialization in Construction Management, Information Technology, Manufacturing Systems, or Technology and Engineering Education. Twenty-six faculty professionals having diverse educational and experiential backgrounds provide strong research expertise and student mentoring. The faculty members are well-published, belong to professional societies, and are involved in developing and commercializing recognized software and hardware products used throughout the world.

Requirements for Degree.

The technology MS degree must be completed within three years.

- Credit hours: 24 minimum ap-

proved course hours plus 6 thesis hours (Tech 699R).

- Required courses: Tech 638, 699R.
- Specialization: minimum 21 hours from approved courses in the area of study. An approved study list is required.
- Examination: Oral defense of thesis.

Construction Management

Advisor: D. Mark Hutchings

The master's degree offered by Brigham Young University's School of Technology, with an emphasis in construction management, is designed for students who are interested in deepening and broadening their knowledge of construction management beyond their undergraduate CM degree through a rigorous graduate program that includes research at the forefront of the discipline. The MS degree provides excellent preparation for professional practice and a solid foundation for those interested in continuing their graduate studies. Applicants are encouraged to become familiar with the research interests of graduate faculty members in construction management.

Students enrolling in the CM master's program immediately following their undergraduate studies are strongly encouraged to fulfill a professional work experience (or internship) within the industry prior to entering the graduate program. Students are also encouraged to fulfill an internship as part of their graduate experience.

- Required courses: CM 545, CM 600, CM 626, CM 650.
- Approved electives: 6 credit hours.

Information Technology

Advisor: Barry Lunt

Those qualifying for this specialization prepare for information technology (IT) leadership positions in an organization of their choice. The curriculum addresses the many applications and developments of IT,

focusing on those in science, engineering, and technology. The MS degree is awarded to students who have mastered a professional level of education in core and related areas of information technologies.

- Required courses: three courses from the following: IT 529, 531, 548, 566, 567, 650.
- Approved electives: 12 credit hours.

Manufacturing Systems

Advisor: Charles Harrell

Students who have graduated in manufacturing engineering technology or related technical areas will find that this specialization is an opportunity to prepare for a career in a rapidly growing field. Increased international focus on productivity, quality, and automation has thrust the most advanced concepts of technology and management directly into the manufacturing arena. The critical need for integrating and applying these concepts into manufacturing systems is central to this specialization.

- Required courses: 18 credit hours from the following list, based upon committee approval: Mfg 531, 532, 533, 555, 572, 574, 580.

Technology and Engineering Education

Advisor: Ron Terry

The technology and engineering education specialization helps students who have graduated in technology and/or engineering teacher education or related areas to be more effective leaders. The opportunity will be theirs to achieve knowledge and skills for leadership in teaching, supervising, and managing in schools or industry. Through a research-oriented thesis, students will develop writing and research abilities related to technology and engineering education.

- Required courses: Stat 510, TEE 610, 625.

- Approved electives: 11 hours, based upon committee assignment.

Joint MS-Technology and MBA—Joint MS/MBA

Joint MS-Technology/MBA Program

The School of Technology and the Marriott School of Management offer a joint program leading to a master of science (MS) degree in technology and a master of business administration (MBA) degree. The program provides advanced training in Technology, with emphases in Construction Management, Information Technology, Manufacturing, and Technology & Engineering Education, along with management skills of the MBA program. The degrees are received simultaneously and conferred separately by the two departments. Students must apply to both the School of Technology MS program and the MBA program, meeting the requirements of each department and specifying their intention to participate in the joint program in each statement of intent.

The joint program generally takes about three years to complete; however, some students prefer a four-year program (2 years for each degree) to provide adequate time for the MS thesis research and to increase possibilities of research funding. Students wanting to finish in three years find it beneficial to start the MS program during spring term. Specific requirements are the same as those listed for the Technology MS degree, with the following guidelines:

- MBA 670, Innovation and Entrepreneurship, is required and will count toward both degrees.
- Of the 30 hours required for the MS, 6 hours are for the thesis, and 24 hours are for approved coursework. 12 hours are taken during Year 1, and the remaining 12 hours are taken during Years 2 and 3.

- 12 credits are allowed to be counted toward both degrees. Some MS courses **MUST** be taken concurrently with the MBA program in order to meet university requirements; otherwise, the 12 credits will not count toward both degrees.
- The schedule below lists coursework during Fall and Winter; however, it is possible to take classes during Spring or Summer, as offered.

Year 1

Spring/Summer (if desired)

MS Thesis Research (2 hours)

Fall and Winter

MS Thesis Research (2 hours)

MS Coursework (12 hours)

Spring/Summer

MS Thesis Research (2 hours)

MS Thesis Defense

Year 2

Fall

MBA Core

Winter

MBA Core; MBA 670

Year 3

Fall and Winter

MBA Core; MBA Electives;

MS coursework (9 hours)

Recommendations

- It is recommended that the thesis advisor be selected as early as possible (usually before admission). Most financial assistance is related to the thesis work and is adminis-

tered by individual professors.

- It is strongly recommended that the thesis be completed and defended before beginning the MBA Core classes. It is difficult to stop the research and start it again later.
- Starting during Spring or Summer Term allows time to begin the thesis research. To begin Spring or Summer term, students are recommended to apply for Spring term and plan to start their thesis work with their thesis advisor during Spring and Summer.

FINANCIAL ASSISTANCE

The School of Technology offers a limited number of scholarships. Application for financial aid is made through the program's graduate coordinator.

RESOURCES AND OPPORTUNITIES

Nationally recognized instructional laboratories are available to provide students with the most current concepts, curriculum, software, equipment, and laboratory instructional/physical organization.

COURSE DESCRIPTIONS

CM

525. Advanced Construction Accounting. (2)

Prerequisite(s): CM 425.

An in-depth review of cost and managerial accounting topics for construction companies. Advanced topics include relevant costs, spoilage, rework, scrap, cost management, inventory management, forecasting, and trend analysis.

600. Trends and Issues in Managing Construction. (3)

Prerequisite(s):

Current political, regulatory, technological, environmental, and leadership trends and issues.

601. Construction Materials and Methods. (3)

Prerequisite(s):

Advanced applications of construction materials, methods, and processes integrated with MEP systems to create world-class projects. Global construction methods and challenges addressed.

626. Real Estate Development. (2)

Prerequisite(s): CM 545.

Advanced topics in real estate contracts, finance and investment, government regulations, land entitlement, property management, and legal issues regarding development.

645. Advanced Construction Company Management. (3)

Prerequisite(s): CM 445 or equivalent; CM 525.

An in-depth review of management concepts and operational strategies needed to successfully grow and enhance profitability of a construction company. Topics include feasibility analysis, capital procurement, management report, and personnel management.

650. Construction Company Development and Strategic Planning. (2)

Prerequisite(s):

Advanced topics in construction company operations and management, including strategic planning processes, company growth and development, systems management, and performance analyses.

695R. Special Topics in Construction Management. (3)

Prerequisite(s):

Based on needs, interest, and significance, topics important to leaders and managers in the construction industry.

IT

515R. Special Topics in Information Technology. (1-3)

Prerequisite(s):

New topics in information technology for graduate and undergraduate students. Standard lecture and lab format.

529. Advanced Networking. (3)

Prerequisite(s): IT 344, 347; or equivalents.

Analyzing, selecting, configuring, monitoring, and managing of computer network equipment. SNMP-based monitoring and control in process of fault isolation and root cause analysis.

531. Encryption and Compression. (3)

Prerequisite(s): C S 235 and Stat 201; or equivalents

Encoding digital data for storage or network transmission using computers. Analyzing and applying algorithms for digital data encryption and compression. Current Web and multimedia standards. Lab emphasizing implementation.

548. Mechatronics. (3)

Prerequisite(s): Instructor's consent.

Synergistic application of mechanical devices, electronic controls, and system principles in design of products and manufacturing processes. Advanced applications of electronic instrumentation, control, and automation in manufacturing systems.

566. Digital Forensics. (3)

Prerequisite(s): IT 466 or equivalent.

Fundamentals of digital forensics, legal issues, evidence, chain of custody, media analysis, incident response, corporate forensics, and network forensics.

567. Cyber Security & Penetration Testing. (3)

Prerequisite(s): IT 466 or C S 465 or I Sys 560 or equivalent content course from another institution.

Advanced computer systems security. Vulnerabilities and exploits. System and network attacks. Ethical hacking and penetration testing. Cyber security, cyber weapons, and advanced persistent threats. Legal and regulatory requirements for security and privacy.

650. Computer I/O and Storage Devices. (3)

Prerequisite(s): IT 327, Phscs 123; or equivalents.

Technology of devices for computer input and output, including video, audio, speech recognition, and authentication. Also technology for computer storage, including solid state, magnetic, and optical; also RAID.

695R. Information Technology Special Topics. (0.5-4)

Prerequisite(s): Departmental and instructor's consent.

Unique topics in information technology for graduate students only. Independent study with a faculty mentor.

MFG

531. Advanced Computer-Aided Manufacturing Programming. (3)

Prerequisite(s): previous introductory computer-aided manufacturing programming; senior or graduate status or instructor's consent.

CAD/CAM programming techniques and requirements for manufacturing components on computer numerical-control machine tools, emphasizing CAM programming, postprocessors, and CAM software evaluation.

532. Manufacturing Systems. (3)

Prerequisite(s): Mfg 480 or instructor's consent.

Analyzing lean manufacturing systems. Numerous examples and case studies from industry demonstrating principles of lean production, inventory management, and lean distribution. Project with a local company to gain confidence with these principles in an industrial setting.

533. Manufacturing Information Systems. (3)

Prerequisite(s): Mfg 480 or instructor's consent.

Applying and integrating software and information technologies in planning, executing, and monitoring production operations.

555. Composite Materials and Processes. (3)

Prerequisite(s): Graduate standing or instructor's consent.

Structure, processing, properties, and uses of composite materials, including various manufacturing methods and the relationship between properties and fabrication.

574. Advanced Tool Design. (3)

Prerequisite(s): Instructor's consent.

Advanced design of net-shape products utilizing CAD and CAE methods. Plastic injection mold design and construction. Rapid prototyping and injection molding project.

580. Manufacturing Simulation. (3)

Prerequisite(s): Mfg 480.

Design and optimization of manufacturing systems using simulation. Simulation languages and modeling methodology.

672. Design for Manufacturing. (3)

Prerequisite(s): Graduate standing or instructor's consent.

Introduction to design evaluation techniques, including design for mechanical assembly, printed circuit board assembly, plastic injection molding, machining, and sheet metal fabrication.

695R. Manufacturing Engineering Technology Special Topics. (0.5-4)

Prerequisite(s): Departmental and instructor's consent.

Topics arranged in consultation with instructor.

TECH

601. Research and Development in Technology. (3)

Prerequisite(s):

Success strategies in graduate programs. Identifying appropriate direction of research and study. Research tools as aids in decision making: strategies, literature, logic, survey techniques, research design, statistics, computers. Preparing proposals for research papers and thesis research; organizing first three thesis chapters.

638. Technology Leadership. (3)

Prerequisite(s):

Strategic planning and policy development. Theoretical and practical leadership aspects of conceptual and implementation processes. Articulation and team building among various organizations. Ethics and conflict resolution. Developing and implementing solutions to special problems; advanced skills/concepts in traditional and emerging technology areas.

695R. Technology Special Topics. (0.5-9)

Prerequisite(s): Instructor's and departmental consent.

Topics arranged in consultation with instructor.

699R. Master's Thesis. (0.5-9)

Prerequisite(s): Departmental consent.

TEE

593R. Workshop in Applied Technology Education. (0.5-2)

Prerequisite(s):

Teaching and learning technological literacy skills. Reviewing and participating in current technological advances, with a focus on teaching practice and methods.

610. History and Philosophy of Technology Education. (2)

Prerequisite(s):

Historical and philosophical basis of today's technology programs.

625. Teaching and Learning in Technology Education. (2)

Prerequisite(s):

Identifying, developing, and implementing instructional strategies unique to technology education.

630. Adult Applied Technology Programs. (2)

Prerequisite(s):

Identifying, developing, and implementing relevant applied technology training programs.

635. Facility Design for Applied Technology Programs. (2)

Prerequisite(s):

Developing instructional facilities and educational specifications for vocational and technology laboratories.

675. Curriculum Development in Technology Education. (3)

Prerequisite(s): Graduate standing.

695R. Technology and Engineering Education Special Topics. (0.5-3)

Prerequisite(s): Departmental and instructor's consent.

Topics arranged in consultation with instructor.

FACULTY

Adams, R. Brent, *Professor*, MFA, University of Utah, 1992. 3-D Computer Graphics: Animation

Boardman, Alan, *Assistant Professor*, PhD, University of Utah, 2011. Manufacturing Engineering Technology

Burr, Kevin L., *Associate Professor*, EdD, Oklahoma State University, 1997. Construction Management: Teacher Education

Campbell, Jeffery L., *Associate Professor*, PhD, University of Idaho, 1999. Facilities Management: Strategic Planning: Construction Marketing

Carter II, Perry W., *Associate Professor*, PhD, University of Massachusetts, 1988. Automatic Assembly

Christensen, Kip W., *Professor*, PhD, Colorado State University, 1991. Teacher Education

Christofferson, Jay P., *Professor*, PhD, Colorado State University, 1996. Computerized Systems in Construction Management

Ekstrom, Joseph J., *Associate Professor*, PhD, Brigham Young University, 1991. Network Management, Switching, Routing: Software/Hardware Systems Development and Modeling

Farnsworth, Clifton, *Assistant Professor*, PhD, University of Utah, 2008.

Fry, Richard E., *Assistant Professor*, MFA, University of Illinois, 1994. Product Industrial Design

THEATRE AND MEDIA ARTS

Hansen, Derek, *Assistant Professor*, PhD, University of Michigan, 2007.

Harrell, Charles R., *Associate Professor*, PhD, University of Denmark, 1988. Simulation

Hawks, Val D., *Associate Professor*, PhD, Gonzaga University, 2005. Leadership: Global Issues: Quality: Ethics

Helps, C. Richard G., *Associate Professor*, MSc Eng., Witwatersrand University, Johannesburg 68589, 1986. Real-Time: Process Control: Automation Systems

Howell, Bryan, *Associate Professor*, MFA, University of Texas, Austin, 2003. Industrial Design

Hutchings, Mark D., *Associate Professor*, PhD, Texas A&M University, 2002. Construction Company Management: Legal Aspects of Construction: Real Estate, Investment, and Development

Lunt, Barry M., *Professor*, PhD, Utah State University, 1993. Long-Term Digital Data Storage

Miles, Michael P., *Associate Professor*, PhD, Ecole des Mines de Paris, 1995. Lean Manufacturing: Materials Science: Finite Element Analysis

Miller, Kevin R., *Associate Professor*, PhD, Arizona State University, 2001. Construction Estimating with Electronic Documents

Rowe, Dale C., *Assistant Professor*, PhD, University of Kent, 2010. Identity, Biometrics, and Security

Shumway, Steven L., *Associate Professor*, PhD, Utah State University, 1999. Student Learning and Motivation Theory

Skaggs, Paul T., *Associate Professor*, MFA, Rochester Institute of Technology, 2002. Interior Design

Strong, A. Brent, *Professor*, PhD, University of Utah, 1971. Composites: Plasma Surface Treatments: Plastics

Swan, Bret R., *Assistant Professor*, PhD, Virginia Tech, 2007. Human Computer Interaction: Enterprise Systems and IT Services Management: Cross-Cultural IT Development

Teng, Chia Chi, *Associate Professor*, PhD, University of Washington, 2007. Computer Vision: Biomedical Informatics: Biomedical Image Processing

Terry, Ronald E., *Professor*, PhD, Brigham Young University, 1976. Student Learning and Pedagogy of Engineering and Technology

Wright, Geoffrey A., *Assistant Professor*, PhD, Brigham Young University, 2008. Technology Engineering Education

THEATRE AND MEDIA ARTS

Chair: Jensen, Amy

Graduate Coordinator: Swenson, Sharon

D-581 HFAC

Graduate Secretary: Katie Boyer
(801) 422-6645

E-mail: tma.secretary@gmail.com

Web site: <http://cfacweb.byu.edu>

THE PROGRAMS OF STUDY

This program is a scholarly two-year degree, and students should be in residence for the duration of the program. The coursework consists of a core of history/theory classes supplemented by electives chosen by the student in conjunction with her/his advisor. The program wraps up with comprehensive exams and the writing of a solid scholarly thesis. There are two possible emphases: Theatre History and Critical Studies, or Media Arts Education.

The Theatre History and Critical Studies emphasis is meant to springboard students into either teaching at the community college level or further graduate studies at a PhD level. It includes intensive reading of dramatic literature and contemporary scholarship, critical study of both linguistic and social theories, writing for presentation and publication, and opportunities for dramaturgy training. The best application writing samples are papers dealing with critical analysis of theatre. They could be advanced undergraduate papers or published articles.

The Media Arts Education emphasis is primarily designed for students who are already full time secondary education teachers; however, students who are interested in educational outreach after completion of a master's degree may also apply. Classes are offered in the evening and during the spring and summer. Writing samples for the application should be advanced undergraduate research or analytical essays.

While we encourage our Master's students to support their academic endeavors with practical theatre (or

more limited media arts) experience, *the program is centered on scholarship, not on production.*

Theatre and Media Arts—MA

Areas of emphasis: Theatre Arts History, Theory, Criticism; Media Education.

Requirements for Degree.

- Credit hours (32): minimum 26 course work hours plus 6 thesis hours (TMA 699R) (minimum 20 hours must be in theatre/media arts or theatre/media arts-related courses).
- Required courses: all MA students will complete TMA 690; students in theatre arts history, theory, or criticism will also complete TMA 600, 601, 602, 696R and 3 hours of media arts history, theory, or criticism; students in media education will also complete TMA 668, 680, 687, 689, 691, 700; all MA students will complete their coursework with electives, selected in consultation with the advisory committee.
- Minor (optional): any approved minor.
- Thesis: thesis must make a genuine contribution to body of knowledge and meet highest academic standards. Three kinds of thesis research will be accepted: (A) scholarly analysis of theatre or media education history, theory, or criticism; (B) research and strong creative achievement in theatre arts or media education; (C) measurement studies or action research.
- Examinations: (A) comprehensive written examination; (B) comprehensive oral examination; (C) oral defense of thesis.

FINANCIAL ASSISTANCE

The following financial support is available through the Department of Theatre and Media Arts:

Assistantships. Graduate students may work in many areas, including

performance, production, research, and teaching. Applicants must have appropriate background and experience to be considered. Assistantships range up to half-time; pay is based on applicant's experience, year in school, and the type of assistantship.

Supplemental Tuition Awards.

Supplemental tuition awards are offered by the department during all semesters and terms. The size of these awards is determined by the applicants' qualifications and the availability of funds.

COURSE DESCRIPTIONS

TMA

515R. Special Projects 3. (1-6)

Prerequisite(s): Theatre and media arts students: by application.

Advanced special projects in theatre or media arts.

536R. Directing Workshop. (0.5-3)

Prerequisite(s): TMA 436. Theatre arts studies major status. Instructor's consent.

Advanced experience in production: directing.

551R. Playwriting 4. (3)

Prerequisite(s): TMA 451 or instructor's consent.

Workshop course designed to assist more advanced students in furthering their playwriting skills by writing or rewriting a play.

561R. Stage Management Project. (1-6)

Prerequisite(s): TMA 461R. Theatre arts studies major or minor status. Instructor's consent.

Hands-on training for student stage managers through assigned realized productions, including supervision through full positions on stage and media productions. Department-arranged assignments.

562. Costume Design 3. (2)

Prerequisite(s): TMA 362 and 462; or instructor's consent.

Advanced conceptual approaches to costume design. Strong background in costuming required. Designers for departmental productions will be selected from students enrolled in this course.

563. Scenic Design 3. (2)

Prerequisite(s): TMA 363 or instructor's consent.

Advanced conceptual scenic design. Assumes strong background in scenography. Designers for departmental productions may be selected from students enrolled in this course.

564. Lighting Design 3. (2)

Prerequisite(s): TMA 364 or instructor's consent.

Advanced conceptual lighting projects. Assumes strong background in lighting. Designers for departmental productions may be selected from students enrolled in this course.

567R. Makeup Project. (1-6)

Prerequisite(s): Instructor's consent only.

Practicum in makeup design and application. Departmental production designers and teaching assistants will be enrolled in this course.

569R. Design for Production. (1-4)

Prerequisite(s): TMA 369 or equivalent; theatre arts studies major or minor status; instructor's consent.

Practical experience working with departmental designers; related topics.

580. Dramaturgy Theory and Practice. (3)

Prerequisite(s): TMA graduate student status or instructor's consent.

Graduate-level research and application of hands-on theatrical skills in four critical studies areas: literary management, production dramaturgy, new play development, educational outreach.

585R. Production Dramaturgy. (1-3)

Prerequisite(s): TMA 580 and instructor's consent.

Experience as lead dramaturg for main-stage productions; building casebooks and overseeing audience education efforts. Rehearsal and production meeting attendance required.

THEATRE AND MEDIA ARTS

599R. Academic Internship. (1-9)

Prerequisite(s): Theatre students: TMA 115; by application only. Media students: TMA 112 and 114 and 185/105; by application only. TMA graduate student: by application only.

Off-campus experience or internship in theatre or media arts.

600. Theatre History and Theory 1: Greek through Renaissance. (3)

Prerequisite(s):

Theatre history sites--Greek through Renaissance--emphasizing existing archives, representative texts and cultural documents, and contemporary criticism.

601. Theatre History and Theory 2: Elizabethan through Eighteenth Century. (3)

Prerequisite(s):

Theatre history sites--Elizabethan through eighteenth century--emphasizing existing archives, representative texts and cultural documents, and contemporary criticism.

602. Theatre History and Theory 3: 19th - 21st Centuries. (3)

Prerequisite(s): TMA graduate student status or instructor's consent.

Theatre history sites--nineteenth through twenty-first centuries--emphasizing existing archives, representative texts and cultural documents, and contemporary criticism

616. Theatre and Media Arts Instruction. (1)

Prerequisite(s): TMA graduate student status or instructor's consent.

Developing teaching methods and techniques for instruction in theatre and media arts classroom.

668R. Special Studies in Theatre or Media Arts. (1-3)

Prerequisite(s): Instructor's consent.

Supervised research in selected historical, theoretical, or critical problems.

671R. Advanced Directing. (3)

Prerequisite(s): Instructor's consent.

Theories and techniques of directing for the stage through directing projects for public presentation.

673R. Advanced Media Arts Production. (1-3)

Prerequisite(s): TMA graduate student status.

Principles and techniques of advanced media production, information gathering, conceptualizing and storytelling for broadcast production.

674R. Projects in Theatre or Media Arts. (1-4)

Prerequisite(s): TMA graduate major status. Instructor's consent.

Supervised applied theory in playwriting/screenwriting, directing, acting, design, criticism, stagecraft, or curriculum design.

680. Media Production Experience for Secondary Teachers. (3)

Prerequisite(s): TMA graduate major status.

Basics of film and video production as they apply to the secondary classroom/student.

687. Pedagogical Theory and Methods of Media Instruction. (3)

Prerequisite(s): TMA graduate major status.

Educational methods and techniques for addressing media in the secondary classroom; educational models and theories related to cultural and historical representations of media technologies.

688R. Academic Internship. (1-9)

Prerequisite(s): TMA graduate major status. By application only.

Off-campus experience or internship in theatre or media arts.

689. Film History. (3)

Prerequisite(s): TMA graduate major status.

Social, aesthetic, financial, and technical dimensions of film and media. Key methodologies for teaching film history.

690. Introduction to Graduate Studies: Theatre. (3)

Prerequisite(s): TMA graduate major status.

Introductory seminar required of all graduate students during first semester or term that class is offered.

690. Introduction to Graduate Studies in Theatre and Media Arts. (3)

Prerequisite(s): TMA graduate major status.

Introductory seminar required of all graduate students during first semester or term that class is offered.

691. Screens Theory. (3)

Prerequisite(s): TMA graduate major status.

Identifying and analyzing similarities and discontinuities in moving images, from classical film through digital media.

696R. Graduate Design Seminar. (3)

Prerequisite(s): Acceptance to MFA costume program; instructor's consent.

Costume, scenic, and lighting design in relation to their collaborative support of production concept and approach. Previous design experience not required.

699R. Master's Thesis. (1-9)

Prerequisite(s): TMA graduate major status. Instructor's consent.

700R. Master Seminar. (3)

Prerequisite(s): TMA graduate major status. Instructor's consent.

Selected topics.

797R. Research. (1-18)

Prerequisite(s):

799R. Doctoral Dissertation. (1-18)

Prerequisite(s):

FACULTY

Barber, Brad, *Assistant Professor*, MFA, University of Southern California, 2005. Media Arts Production

Duncan, Dean, *Associate Professor*, PhD, University of Glasgow, Scotland, 1999. Film History: Theory: Criticism

Farahnakian, Mary H., *Professor*, PhD, Brigham Young University, 1977. Costume Design: Costume History

Fielding, Eric, *Professor*, MFA, Goodman School of Drama, Art Institute of C, 1976. Set Design: Lighting Design

Heiner, Barta, *Professor*, MFA, American Conservatory Theatre, 1977. Acting: Directing

Hollingshaus, Wade, *Assistant Professor*, PhD, University of Minnesota, 2008. Theatre History/Theory/Criticism: Dramaturgy: Performance Studies

Jensen, Amy Petersen, *Associate Professor*, PhD, University of Illinois at Urbana Champaign, 2003. Media Education: Secondary Education

Jones, Megan Sanborn, *Associate Professor*, PhD, University of Minnesota, 2003. Theatre History/Theory/Criticism

Larsen, Darl, *Associate Professor*, PhD, Northern Illinois University, 2000. Film History: Genres: Asian Cinemas: History of Animation: Screenwriting

Morgan, David E., *Associate Professor*, MFA, National Theatre Conservatory, 1990. Acting: Directing

Nelson, George D., *Associate Professor*, MFA, University of Washington, 1979. Child Drama: Secondary Education

Parkin, Jeffrey L., *Associate Teaching Professor*, MFA, University of Southern California, 1991. Media Arts Production

Samuelson, Eric, *Associate Professor*, PhD, Indiana University, 1991. Creative Writing: Theatre History: Theory: Criticism

Scanlon, Rory R., *Professor*, MFA, University of Illinois, 1984. Set and Costume Design: Costume History: Lighting Design

Sorensen, Rodger D., *Professor*, PhD, University of Texas at Dallas, 1999. Directing

Swenson, Janet L., *Professor*, MFA, University of Utah, 1992. Costume Design: Costume History: Makeup

Swenson, Sharon, *Assistant Professor*, PhD, University of Utah, 1993. Film History: Theory: Criticism

Threlfall, Timothy A., *Professor*, MFA, University of Washington, 1987. Acting: Music Dance Theatre: Directing

VISUAL ARTS

Chair: Reynolds, Linda
Graduate Coordinator: Jensen, Heather Belnap

E-509 HFAC
Provo, UT 84602-6414
(801) 422-4429

Web site: <http://visualarts.byu.edu/>

THE PROGRAMS OF STUDY

Three postgraduate degrees are offered in the Department of Visual Arts: Art Education—MA, Art History and Curatorial Studies—MA, and Studio Art—MFA. Each requires practicing the component disciplines of art, as well as acquiring certain skills, knowledge, and understandings.

These three strong graduate programs examine and promote the study, creation, and teaching of the visual arts, historically and from contemporary perspectives. Faculty in each area are recognized leading practitioners as well as students of the theoretical, philosophical, and professional issues of their respective academic specialties. The academic thrust of graduate studies in the Department of Visual Arts provides a rich blend of the theoretical and the practical for a balanced understanding of art. High standards for study and practice in each degree program promote the high levels of professional practice and accomplishment expected of and achieved by our graduates.

The average number of students in each program and the duration of each program is as follows:

- Art Education: twelve students as a cohort group in program; two years to completion.
- Art History: sixteen students in program; two years to completion.
- Studio Art: fourteen students in program; two years to completion.

Art Education—MA

The MA in art education is a cohort

VISUAL ARTS

program intended for teachers who desire intensive curriculum development, professional development, and additional content and skills in the disciplines of a comprehensive art program. This program prepares students to pursue a PhD or EdD in art education if that is their intention. The MA in art education can also contribute to K-12 licensure requirements for graduate students who are interested in teaching art. In addition to reviewing research literature in art education, this program has a rigorous studio practice component designed to integrate teaching and artistic practice.

Requirements for Degree.

- Credit hours (36 hours): minimum 30 course-work hours plus 6 thesis hours. Course work hours primarily from 500- and 600-level courses (no more than 9 hours of 300- or 400-level courses may apply).
- Course requirements: 15 hours of core art education seminar (VAEDU 678R); 12 hours of VAEDU 578R (3 hours of digital art; 9 hours of studio art); 3 hours of art history courses; 6 thesis hours (VAEDU 699R).
- Select graduate committee and submit study list no later than second week of second semester.
- Examinations: comprehensive examination and oral defense of thesis.

Art History and Curatorial Studies—MA

The MA in Art History and Curatorial Studies is designed to prepare students for advanced graduate study at the PhD level and to provide a foundation for students desiring a career in a museum or art gallery. For additional information on this program, visit <http://www.byuarthistory.com/>

Requirements for Degree.

- Credit hours (30 hours): minimum of eight ARTHC 500-level seminars (three theory and five topical) plus

6 thesis hours (ARTHC 699R). One 3-hour curatorial museum internship may be taken in place of a topical seminar. Topical seminars beyond the art history area of the Department of Visual Arts and all internships must be approved through the student's committee chair.

- Required courses: the theory core (ARTHC 500, 505, 510) is required. Other seminars will be selected in consultation with the graduate coordinator and graduate committee chair. The MA program is designed to allow maximum exposure to the various areas of art history and curatorial studies.
- Language requirement: reading knowledge of French or German before entering the program; similar competency required in the other of these languages by end of program.
- Select major area of emphasis: ancient, early Christian/Byzantine, medieval, Renaissance, baroque, eighteenth-century, nineteenth-century, American, European modernism, contemporary, curatorial studies.
- Select a graduate committee based on your major area during first semester of studies.
- Examinations: (A) comprehensive exam; (B) oral defense of thesis.
- Thesis.

Studio Art—MFA

A terminal degree, the MFA in art is dedicated to generating artists with significant skills and understandings that can influence the discipline. The MFA has four areas of specialization: Ceramics, Painting-Drawing, Printmaking-Drawing, and Sculpture. Each area requires 60 credit hours.

Requirements for Degree.

- Credit hours: MFA degree (60 hours): minimum 58 hours of approved course work, plus 2 hours of final project report.

- Time limitations: the degree is a three-year program and must be completed within five years. After three years of residency there is no guarantee of financial assistance or studio privileges.
- Course requirements: VASTU 640 (2), Art Theory (VASTU 510, 626, 695R) (12), VASTU 619R (4). Studio emphasis (34 hours): from VASTU 680R; 694R, 650R, 651R, 656R, Electives (6 hours). Participate in two travel study activities. Final project (2 hours). Program of Study is required at the beginning of second full semester. Participation in one per year off campus exhibition (proposed, invitational, or competitive).
- Evaluations: an annual full faculty review is required upon completion of candidate's second semester. After a successful faculty review, student is required to enroll (with their advisor) in one hour of VASTU 694R every semester until completion of final project report is accomplished.
- Oral defense and examination of final project: the candidate must engage his or her committee for the oral defense after installation of the final project and completion of the final project report. Defense must be scheduled at least two weeks prior.
- Final project: to be produced and exhibited in the format of a solo exhibition.
- Final project report: candidates will submit a written final project report.

FINANCIAL ASSISTANCE

Financial assistance is available through tuition scholarships, supplemental awards, and teaching assistantships.

RESOURCES AND OPPORTUNITIES

Museum of Art. BYU's Museum of Art provides a rich and diverse environment for the presentation and research of art and the various disciplines related to its analysis, theory, history, display, and reception. Whether it is an individual work, a collection, or an entire exhibition, students are encouraged to look, reflect, analyze, challenge, and enjoy.

Faculty and students engage collaboratively with the museum in projects that yield exhibitions, texts, documentaries, and other forms of presentation. Major exhibitions from its own collection of over 15,000 works and from other important collections are brought to the museum to provoke inquiry and to contribute to the university's academic discourses. Lectures, conferences, performances, and other educational experiences occur regularly in the museum's varied and versatile spaces.

Art Studio Space. Studio space is provided for graduate students in all emphasis areas.

Art Resource Center. The center is an important library resource for graduate study of content, methods of inquiry, and methodology in the visual arts disciplines intrinsic to current art education programs. A wide variety of books, journals, art reproductions, curricula, and other visual materials and aids are available.

Art History Visual Resource Library. The library is a teaching resource providing images and reference materials primarily for the Visual Arts faculty and instructors and has been built to support the Visual Arts Department curriculum. Along with the traditional slide collection, a digital database for the approximately 10,000 digital images is currently in process and new digital images are added constantly. In addition, there are several image resources available through the Harold B. Lee Library, including ArtSTOR and 32,000 licensed images from Saskia. There are opportunities

for graduate students to work in the Visual Resources Center on assistantships to further enhance their graduate learning experience by working on database projects with professors to develop new collections for teaching and research.

COURSE DESCRIPTIONS

ARTHC

500. Art in Theory: Spectatorship. (3)
Prerequisite(s): Graduate status.

Review and critique of major theoretical approaches in art history, emphasizing the philosophical relationship between viewer and object.

505. Art in Theory: Language. (3)
Prerequisite(s): Graduate status.

Review and critique of major theoretical approaches in art history, emphasizing the recent interest in language and semiotics.

520R. Studies in Ancient Art. (3)
Prerequisite(s):
Selected topics in Egyptian, Greek, and Roman art.

530R. Studies in Medieval Art. (3)
Prerequisite(s):
Selected topics in early Christian, Byzantine, Romanesque, and Gothic art.

540R. Studies in Renaissance Art. (3)
Prerequisite(s):
Selected topics in Northern and Southern Renaissance art.

550R. Studies in Baroque Art. (3)
Prerequisite(s):
Selected topics in northern and southern baroque art.

560R. Studies in Eighteenth- and Nineteenth-Century Art. (3)
Prerequisite(s):
Selected topics in eighteenth- and nineteenth-century art of Europe and America.

570R. Studies in Modern and Contemporary Art. (3)
Prerequisite(s):
Selected topics in modern and contemporary art of Europe and America.

580R. Studies in Architecture. (3)
Prerequisite(s):
Selected topics in architecture of Europe and America.

590R. Studies in Curatorship. (3)
Prerequisite(s):
Selected topics in curation and the museum.

595R. Foreign Language Readings for Art Historians. (3)
Prerequisite(s):
Special instruction in reading French or German scholarly texts.

595R. German Readings for Art Historians. (3)
Prerequisite(s):
Special instruction in reading German scholarly texts.

599R. Academic Internship. (1-8)
Prerequisite(s): ArtHC graduate student status.
Professional museum experience with a curatorial mentor.

600R. Individual Study. (0.5-8)
Prerequisite(s):
In-depth study into any chosen art-historical era.

699R. Master's Thesis. (0.5-6)
Prerequisite(s):

VAEDU

578R. Art Education Studio. (3)
Prerequisite(s): Graduate student status.

MA courses in ceramics, drawing, figure drawing, oil painting, aqueous painting, printmaking, crafts, sculpture, digital art, and conceptual art media.

678R. Art Education Seminar: Issues and Trends. (3)
Prerequisite(s):
Seminar topics emphasizing issues and trends in art education. Topics investigated, discussed, and evaluated, depending on student needs.

699R. Master's Thesis. (0.5-6)
Prerequisite(s):

VISUAL ARTS

VASTU

610. Art Theory Context. (3)

Prerequisite(s):

Reviewing and critiquing major theoretical approaches in art history, emphasizing the space of display, the museum, and the work's social reception.

619R. Studio Methodologies Seminar. (1)

Prerequisite(s):

Seminar instruction and individual studio critiques from visiting artists.

626. Current Art Practice. (3)

Prerequisite(s):

Current issues in art.

627R. Painting Studio. (3)

Prerequisite(s):

640. Graduate Business Practices. (2)

Prerequisite(s):

Business practices and theories associated with managing a career in art.

680R. Studio Methodologies. (6)

Prerequisite(s):

Individual studio experience from selected faculty.

694R. Special Problems. (0.5-3)

Prerequisite(s): Instructor's and committee consent.

695R. Theory-Based Directed Studies. (3)

Prerequisite(s): Graduate status.

Trends in the visual arts; theory-based readings, writing, and art practice.

698R. Selected Project. (2)

Prerequisite(s): Successful completion of preliminary exhibit.

Written report that places final exhibition in a contextual setting and defines, defends, and justifies its existence. Report clarifying how exhibit verifies original proposal.

FACULTY

Adams, Paul, *Associate Professor*, MFA, Utah State University, 1996. Photography

Allen, Von D., *Associate Professor*, MFA, Syracuse University, 1983. Ceramics

Andersen, Bethanne, *Professor*, MFA, Brigham Young University, 1979. Illustration

Barney, Daniel T., *Assistant Professor*, PhD, University of British Columbia, 2009. Art Education, Qualitative Research Methodologies and Strategies, Pedagogy and Curriculum Studies

Barrett, Robert, *Professor*, MFA, University of Iowa, 1976. Illustration

Barton, Garold C., *Professor*, MFA, Ohio State University, 1994. Printmaking

Beuhler, Fidalis, *Assistant Professor*, MFA, Brigham Young University, 2007. Studio Arts, Painting Emphasis

Brinkerhoff, Val, *Associate Professor*, MFA, Utah State University, 1987. Photography

Christensen, Brian D., *Associate Professor*, MFA, Washington University, St. Louis, 1992. Ceramics

Draper, Bryon, *Associate Professor*, MFA, Brigham Young University, 1995. Sculpture

Everett, Peter, *Associate Professor*, MFA, Pratt Institute, 2000. Painting

Gillett, Eric, *Associate Professor*, MFA, University of Utah, 2003. Graphic Design

Graham, Mark A., *Professor*, EdD, Teachers College of Columbia University, 2001. Curriculum and Teaching

Gray, Sharon R., *Associate Professor*, EdD, Brigham Young University, 1992. Art Education

Jensen, Heather Belnap, *Assistant Professor*, PhD, University of Kansas, 2007. Nineteenth- and Early Twentieth-Century European Art and Culture: Gender Studies: Critical Theory

Johnson, Mark J., *Professor*, PhD, Princeton University, 1986. History of Roman, Early Christian, Byzantine, and Medieval Art and Architecture

Magelby, Mark A., *Assistant Professor*, PhD, Ohio State University, 2009. Eighteenth Century Art and Architecture and Garden History, Twentieth Century European Art, Contemporary Theory and Criticism.

Ostraff, Joseph E., *Professor*, MFA, University of Washington, 1982. Painting

Peacock, Martha, *Professor*, PhD, Ohio State University, 1989. History of Netherlandish Art

Reynolds, Linda, *Professor*, MFA, University of Utah, 1993. Graphic Design

Swensen, James, *Assistant Professor*, PhD, University of Arizona, 2009. American Art and Architecture, History of Photography

Taylor, Sunny Belliston, *Assistant Professor*, MFA, Ohio State University, 2007. Painting and Drawing

Telford, John, *Professor*, MFA, University of Utah, 1988. Photography



GRADUATE STUDIES

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